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ABSTRACT

In 1967 the School of Library and Information Services of the University of Maryland received a grant from the U.S. Office of Education for a demonstration project to prepare students for service to socially and economically disadvantaged groups. The innovative core of this program was a laboratory library located in one of the black ghettos of Prince George's County, Maryland. The planning and development of this library raised unsettling questions about the usefulness of library education to persons who seek to make a public library a strong educational and social force. The efforts to create a meaningful service to a disadvantaged black community often overstepped prevailing views of professional boundaries, brought several agencies into conflict, and challenged the curriculum and admissions policies of the Library School. However, student responses to the High John Library attested to its value as an integral part of professional education. In his evaluation, Miles Martin discusses the shortcomings in library research and education which the library revealed. He places considerable value upon the High John Library as an example of a "link pin organization" which provides the opportunity and environment for discovering and implementing change in librarianship while evaluating the process. This report provides information on the origin and leadership of the project, the establishment of the service as a laboratory, the academic program, and the students, as well as a critical review and analysis of the project, an evaluation and conclusions, eight appendixes, and five references. Reading lists are included in the section on the academic program. (Author/BBM)

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Final Report

Project No. 7-1139

Contract No. OEC-1-7-071139-4431(095)

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Information Services
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A NEW APPROACH TO EDUCATIONAL PREPARATION FOR PUBLIC LIBRARY SERVICE:
AN EXPERIMENTAL PROGRAM IN LIBRARY EDUCATION
FOR WORK WITH A SPECIALIZED CLIENTELE

December 1971

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AUTHOR'S ABSTRACT

In 1967 the School of Library and Information Services of the University of Maryland received a grant from the U. S. Office of Education for a demonstration project to prepare students for service to socially and economically disadvantaged groups. The innovative core of this program was a laboratory library located in one of the black ghettos of Prince George's County, Maryland. The planning and development of this library raised unsettling questions about the usefulness of library education to persons who seek to make a public library a strong educational and social force. The efforts to create a meaningful service to a disadvantaged black community often overstepped prevailing views of professional boundaries, brought several agencies into conflict and challenged the curriculum and admissions policies of the Library School.

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HEALTH, EDUCATION, AND WELFARE

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PREFACE

This report is an attempt to recapture one of the most significant educational ventures in graduate library education. The laboratory library called High John was conceptualized by Paul Wasserman, then Dean of the University of Maryland's School of Library and Information Services, and Professor Mary Lee Bundy. Originally planned as a three-year endeavor, the project was guided by Mary Lee Bundy and Richard Moses, Principal Investigators from July 1, 1967 to December 31, 1968. From January 1, 1969 to June 30, 1970, Annie T. Reid was granted leave from Bowie State College, Bowie, Maryland, to be Principal Investigator for the second phase of the project.

The difficulties encountered in mounting a laboratory library were tremendous. Students and staff alike were forced into personal growth beyond expectations. No faculty in professional education can pretend to be fully competent until it can participate with its students in the use of theory in the creation of a service both technically appropriate and thoroughly human.

The report deliberately strikes a critical note in order to reveal the risks of relevance. This is done with the hope that other library schools will enter into a similar effort with some benefit from the Maryland experience. Beyond this, having moved to the edge of practice once, the School of Library and Information Services at the University of Maryland should not abandon the frontier but become engaged under arrangements more conducive to a long term involvement with library and information work as a social, political and educational force.

Although the draft of this report was read by Paul Wasserman and Margaret Chisholm, Dean of the University of Maryland's School of Library and Information Services, I am solely responsible for its substance.

Annie T. Reid

Washington, D. C.
December 1971

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I. INTRODUCTION

Innovations in professional services generally derive from the urgency of problems in practice itself, rather than from professional education. However, occasionally the academic world introduces a change to affect practice. This report relates such an effort, the departure in library education known as the High John project.

In 1967 the School of Library and Information Services of the University of Maryland received a grant to initiate a demonstration program in library education to prepare students to serve unserved populations. The demonstration program was intended to be a three-year effort with the following components:

- a laboratory library serving a disadvantaged area;
- an academic program to provide the conceptual background for such service; and
- collaboration with State Library Extension and a county library system to develop a joint effort in providing innovative library services.

Origin of the High John Project

Students at the School of Library and Information Services (the "Library School") at the University of Maryland were concerned about unserved populations and they wanted to translate their concern into action; thus the High John project idea was born. In a seminar which made an analysis of the public library response to various segments of the population, students investigated the causes of differential service. Under the leadership of Mary Lee Bundy and with the help of other knowledgeable persons, the students in the seminar explored the idea of developing a model library service that would meet needs of socially and economically disadvantaged people.

One of the seminar's participants was Richard Moses, librarian with the Community Action Program of Enoch Pratt Free Library in Baltimore. When he indicated great enthusiasm for establishing a model library service, the search for funds began in order that students could try to implement some of their ideas as part of their master's degree program in library education. After a two-year effort to obtain support, the University received a grant from the U. S. Office of Education and contributions from the Maryland State Department of Education, Division of Library Extension.

Project Leadership

The Library School did not want this potentially innovative project to regress to the norm of field work traditional in library schools. Paul Wasserman, then Dean of the Library School, and Mary Lee Bundy believed that traditional practice should not be reinforced by exposing students to ineffective service. Therefore they brought promising leaders from practice to the campus and had students apply what they learned by developing a library service themselves.

Richard Moses came to the Library School to share project direction with Mary Lee Bundy: Miss Bundy directed research and academic studies and Mr. Moses directed the laboratory, the seminar, and student field work. Miss Geraldine Hall, specialist in children's library services, was chosen to be the full-time librarian for the library service. In September 1968 Annie T. Reid, Associate Professor of Education at Bowie State College, became associated with the project to collaborate with Richard Moses in the academic program. When the three original principals left the project at its mid-point, January 1969, Mrs. Reid continued full time. Active throughout the project as liaison for Prince George's County was Mrs. Elizabeth Abolin.

The project met several times with its advisors and with consultants brought in to evaluate the project. Included in this report are the two most formal written evaluations, by Dr. Jonathan Freedman (see Appendix G) and Dr. Miles W. Martin (see p. 41).

II. ESTABLISHMENT OF THE SERVICE AS A LABORATORY

Social and Economic Characteristics of the High John Service Area (Fairmount Heights, Maryland)

Given the physical separation of the races and the tendency of upper classes to isolate themselves, the location of the laboratory service was itself a social issue. Census data were studied to find an unserved neighborhood, one which had the general characteristics of socially and economically deprived areas: low educational attainment, one-parent families, unskilled manpower and high unemployment, low family income and substandard housing. Once the High John site was selected, acquaintance with the patrons revealed that the area had other problems associated with deprivation: a high school drop-out rate, illegitimacy, lack of service from other public agencies, and general lack of awareness about how to get these services.

While high deprivation was prevalent in the area, not all of the residents were underprivileged. Some were gainfully employed in government or in professions, were articulate about their concerns, and offered promise for a base of community support if appropriately involved in the library service.

Administration

The Physical Facility

One problem faced by agencies when they make an effort to provide services where the disadvantaged live is that there is a scarcity of all types of resources there, including physical structures suitable for human occupancy. Staff searched the Fairmount Heights area in vain for a building ideally suited for the library. Finally, they settled for a vacant single-family house almost directly in the path children followed on their way home from school. This one-story, three-bedroom house with small rooms was barely suitable for the purpose, but there was no better alternative and time was of the essence. Because of the great desire to have students actively involved in providing services during the academic year 1967-68, staff worked night and day to transform the house into a library plant. Tasks such as the assembling of shelving, the construction of a ceiling for the basement and a double wall around the furnace area (to meet fire code regulations) were done by the staff of the project.

Security problems

Using a house added warmth to the agency but made it difficult to safe-guard equipment. The area was poorly lighted, the problems

of break-ins and thievery never were eliminated and there were repeated incidents of vandalism which resulted in broken windows, torn screens and loss of major equipment. Loss of equipment seriously hampered the activities of the library which involved audio-video equipment. On several occasions the library had to be closed in order to recover stolen items and restore the facility.

No one was prepared to deal with the social pathology associated with severe deprivation. Staff reactions toward stealing of equipment vacillated--at first there was some reluctance to initiate police investigations but when major pieces of equipment were lost, staff realized that more police protection was needed. In addition, the location of the library created some fear among staff involved in late hour activity.

Reactions to the house

In spite of its disadvantages, the house had great appeal to children. The small, cozy rooms, the low ceilings, red carpet, parrot and brightly painted shelves, all were exceedingly appealing. Books were arranged with their attractive covers face out and a low table offered an attractive pile of books which stayed "all messed up." Young adults also found the library inviting.

Indeed, within a week or so of the opening, it was clear that the physical setting had been too successful, attracting so many children and youth that service was impossible except on a rotating basis. As activity programs developed, they compounded the problem. During the first year of the service young patrons were rotated in groups. Since there is hardly a reason which a child could accept for stopping his activity and leaving the library so that someone else could come in, discipline problems arose.

Adult reaction to and use of the library was more modest. Although young people liked the location, adults thought it was out of the way. In addition, the library was activity-oriented and too small to set apart a place for quiet conversation or reading. For this reason in order for adults to have an environment suitable to their tastes, special hours were set aside for them. Similar adjustments were made with respect to the collection.

Hours of Library Service

In the beginning, the library was set up to provide services on the following schedule:

Mon., Wed. & Thurs.....	10:00 am - 8:00 pm
Tuesday.....	10:00 am - 2:00 pm
	6:30 pm - 9:00 pm
Friday.....	10:00 am - 5:00 pm
Saturday.....	10:00 am - 4:00 pm
Sunday (beginning 1968).....	1:00 pm - 4 or 5 pm

The difference in the hours from day to day was related to the idiosyncracies of academic schedules and shortage of staff. One person was full-time. Other than some fraction of Dick Moses' time, all service time was manned by students.

Throughout the project, shortage of full-time personnel contributed to the lack of continuity in the program, to gaps in service during the day, and to early closing hours.

Student schedules seriously limited the scheduling of library hours. Library activities had to be adjusted as much to needs of students and their academic obligations as to the needs of clients. The conflict between student schedules and client needs was more than mechanical--it represented a conflict in values and priorities with which students had to deal throughout the entire project.

Vehicle

A vehicle of the van type was leased to transport personnel and material. Although there were plans to use the van to carry services into the most remote corner of the community, it was fully occupied carrying children and youth to and from activities.

Staffing

The library had one full-time librarian, Miss Hall, and one-third of Mr. Moses' time. In addition, there were student internes on various schedules; some worked 20 hours a week, some 10-plus hours, others worked four. Three part-time clericals and several volunteers also assisted. Willie Lovette was assigned by the Prince George's County Library to High John as coordinator of teen, video, and film activities. Mr. Lovette's ability with the teen group is largely responsible for their interest in the library, including their renovation of the basement. Mrs. Evelyn Parker, a member of the community, was added to the project staff as community coordinator. Mrs. Parker undertook several activities, including a house-to-house canvass of the community and editing "High John Says," a newsletter.

The Collection

Early in September 1967, the first large shipments of books arrived and four youths from the Fairmount Heights area were hired

to aid in processing. The job was completed in two weeks. Arrangements were made with a local outlet to give books to the project and staff were invited to visit the company to select and take books. In order to stimulate reading interests, book selection involved members of the community as well as one of the professional librarians and a student.

Some adults of the community found the book collection at High John "too far out." Basically conservative in orientation, these adults did not always accept the selection of fiction chosen by staff to stimulate reading.

Library Activities

Though many of the library's activities were not unlike those offered by other branches, they nevertheless drew an enthusiastic response from children and teenagers. Story hours, teen films and everything offered by the library helped to fill a great void caused by the absence of recreational and cultural activities in that area.

Emphasis was placed on such outreach activities as assemblies in the elementary school, films and discussions taken outside the library to a local church and other places in the area. Aware of the lack of opportunity to move outside the immediate area, students planned a wide variety of trips and excursions to museums, to the zoo, other libraries, and to the Maryland Agricultural Farm. Very popular activities were the creative dramatics programs for children conducted by a University of Maryland student.

Of all the clubs, the Video Club had the most regular attendance among teenagers. This group met Sunday afternoons and Monday and Tuesday evenings. At first they danced and sang to commercial tapes; later they produced vignettes with sound effects and music. Group members also attended plays in the Fairmount Heights area and became interested in reading and producing plays. This group took their productions to homes for shut-ins, to a detention home and to schools. This activity was successful in creating new readers and leaders for library programs.

The Book Shelf Movies were also a success. Films of a direct educational nature were shown on a small screen in one reading room on a continuing basis.

Community Relationships

Community contacts were established and maintained with such people as the mayor of Fairmount Heights, the local United Communities Against Poverty staff, the local Welfare Department staff, school principals, area ministers and resident neighbors of the

library, several of whom were enlisted for various purposes as the project developed.

A neighborhood library council was formed to advise and contribute to policy making and program planning. Mrs. Evelyn Parker was elected chairman. The council contributed to the program by criticizing and supporting the library's existing and proposed programs, and by making recommendations about the collection, discipline for the teens, loss of equipment and changes in library hours. This group was very active when High John was on the verge of closing down two years later.

III. THE ACADEMIC PROGRAM

The First Year

The First Semester

The formal academic program consisted of two courses, one in library services and the other in research.

A new course, Library Services to the Disadvantaged, was initiated at the Library School as part of the High John project. This course was taught by Mr. Moses and was the link between the formal Library School curriculum and the High John laboratory. The structure of the course included lectures, discussions, field trips and student presentations. An integral part of the course was individualized programs of work and study at High John.

During the summer and fall of 1967 students were deeply involved in establishing and operating the project. Each student worked one-half day at the library carrying a major share of staff coverage and handling a full range of library work: book selection, promotion, outreach, registration and general floor work. In addition, each student was expected to be responsible for a special project. Examples of these projects were elementary and pre-school story hours, teen film programs, the establishment of a special information clearinghouse service, intensive work in the area of consumer education, an examination of the library's circulation system, a monthly exhibit of works from local schools, the production of an index and instructional signs for the library, and the organizing of a theatre and trips to Washington, D. C. for children and youth.

Thirteen people enrolled for the first session of the course. Four of these students held assistantships which carried 20 hours of work at the library and nine semester hours of course work.

During the fall semester, High John was in its infancy and the problems associated with its operation were many. Consequently, students spent more than their four hours per week at High John and in many cases contributed a substantial amount of effort, energy and imagination to the task of "shaking down" this new service installation. The level of involvement of the 11 students was such that the entire Library School student body became very much aware of the High John project. Faculty and students discussed the professional and educational issues brought to the surface by High John. Although the purpose of the project was accepted in general terms, the specifics of implementation gave rise to controversies which revealed significant differences in views about what the problem really was and what the library could do about it.

One of the great strengths of the project was the freedom to question. Library Service to the Disadvantaged dealt with issues pertinent to service and also provided the opportunity to explore the differences in library and social philosophies espoused by students of varying experiences and backgrounds.

The difficulty of developing a new course such as this is described thus in one of the progress reports:

... It was an eventful semester, filled with mistakes, misjudgments, misunderstanding and a great deal of learning, as much or more on the side of the administrators and teachers, than that of the students. The course was designed on the assumption that (1) students would have picked up through experience or training the fundamentals of Public Library Service, and (2) students would have had some sort of first hand experience with ghetto inhabitants. Both were wrong assumptions; neither turned out to obtain.

As a result...it was decided to restructure the [course] with an eye more toward filling in the fundamental gaps, more adequate preparation for the laboratory work, more communication between students and faculty in general...

It must not be said, however, that the fall term classroom experience was in any way to be written off. It was, of course, an experiment and as such was automatically profitable to those involved in its difficulties. There was no shortage of heated debate, controversy--even bruised feelings--as the semester took its course, issues arose and were attacked.*

The Second Semester

Nine students elected the course for the spring semester, 1968. Because High John had begun to stabilize as a laboratory branch, these students moved into the project with more ease and effectiveness. Course content varied considerably from that of the first semester. Since it had become clear that the students knew very little about the inner workings of public libraries, more time was spent orienting them to public library work. But the course failed to provide adequate opportunities to understand the needs of the client population and to explore various methods by which librarians could help to meet these needs. Students and staff came to believe that two courses were needed instead of one.

*Progress Report 11/15/67 - 3/15/68, April 17, 1968, p. 5.

It became clear that instruction was needed on the philosophy and practices of public library work with emphasis on the customizing of service for special client groups. In addition, more time was needed for students to become acquainted with the special needs of this particular community, its people, existing educational and social agencies and its relationship to the social, political and economic life of the state, the county and its neighboring city, Washington, D. C. These two areas of study would then provide a better base of understanding for laboratory work.

Dr. Bundy offered a second course, Research Methods in Library and Information Activity, which was open to other students in the Library School. Of the nine students who enrolled, three were in the "poverty" program. The first half of this course was devoted entirely to introducing and developing understanding of research--its basic concepts, approaches and methods. In the second portion of the course, the students were expected to design the research project they would undertake as part of the entire educational sequence. One of the research projects completed is appended to this report. (See Appendix D)

The research topics developed dealt with specific aspects of the High John program--its inception and development as an experimental project, the attitudes of the clientele toward the library, and the learning experience provided for the students. In planning their projects, students had the benefit of advice from outside experts including Dr. Jonathan Freedman (Syracuse University, School of Social Work); Dr. Isabelle Segal; Dr. Jennie McIntyre (University of Maryland, Department of Sociology); Dr. Jerry Kidd and Dr. Paul Wasserman (School of Library and Information Services). It should be noted that while these studies contributed understanding regarding aspects of the High John program, they were primarily intended as learning devices for the students.

Evaluating the First Year and Planning the Next

At the end of the first year the program was reviewed by staff and consultants. A ruthless appraisal led to a plan for a substantial change in curriculum to a 12-hour sequence for students interested in public library services to underprivileged groups. A report to the Office of Education frankly reviewed the problems and the plans:

Our observation to date would suggest that the academic program...needs extension and reemphasis. As it is now constituted, it is not sufficiently supportive of the student's laboratory experiences. As the [consulting] sociologist remarked, "Students without background in the social sciences, without contact with poverty at any point previous in their lives, are being thrust into a severe poverty area

and expected to know what to do and to learn how to handle situations which people with years of training find difficult to handle. It is to the credit of the students and the librarians that they have found so much acceptance." Mr. Moses has also been concerned that students begin their laboratory experience without appropriate library skills. Twenty-five percent of Dr. Bundy's time does not satisfy the academic needs of the program. Nor does the student research satisfy either the project's or the profession's need for information about the laboratory program. What seems required is at least a half-time research analyst attached directly to the library.

Our re-thinking of the educational program to date suggests the following extension and rearrangement of its elements:

- a. A three-hour course which stresses the cultural and community but also the psychological aspects associated with library service in deprived areas.
- b. A six-hour professional internship which includes laboratory experience but also classroom education covering such aspects of library service as: reading interests of various age groups; potentials of information service; community groups and how to serve them; use of instructional media; techniques for program planning and evaluation; identifying clientele interests; publicity and promotion.
- c. A three-hour elective to be selected by the student based on his particular interests. An example would be Adolescent Psychology.

The consultants to date have proven helpful both in the research and ongoing operation of the library and the use of consultants should be a feature of the program in the future for in this way a variety of expertise can be brought to the students and to the library.

The foregoing is a tentative projection meant to illustrate the ingredients which we now believe need further development in the educational sequence if the program is to justify its attachment to a

university. One of High John's contributions which we are only beginning to perceive is the impact it can have generally on library school curriculum as the social aspects of library service receive greater recognition. Present curricula need review in the light of clientele considerations and new rôles emerging not only for public libraries but for all types of libraries.

This appraisal and the response to it was typical of the cultural ethos of the University's Library School. Striving for perfection, it was very self-critical and it undertook simultaneously many projects which hovered on the edge of the art. However, two years after the Interim Report, as the project was coming to an end, complete revision of curriculum was in process at the Library School, moving in directions not unlike the proposed plans for the High John project.

In the first two semesters students were assigned to the library four hours each week, and they became part of staff doing whatever service was required with emphasis on special needs of clients. Supervision of these students was extremely difficult because most of them were novices in the library business. In addition, they were inexperienced in working with children and youth of poor black families. The energies of Moses and Hall were severely taxed as they attempted to build a service and simultaneously design and implement an in-service training program. In addition, many students complained about the amount of work the laboratory required.

As for project realities, immediate curriculum changes were more modest. Because pressure of time was too great on students, it was decided to discontinue the course in research as a requirement for this program.

Because Dr. Bundy planned to disengage at the conclusion of Phase I, an effort was made to locate a person to share responsibility with Mr. Moses for the academic program. Late in August 1968 the program engaged Annie T. Reid as a consultant to study the total educational and research potential of the High John experience. Her primary function during the fall was to coordinate with Mr. Moses in conducting the course Library Services to the Disadvantaged and in making plans for the second phase of the project.

The Second Year

The Third Semester--Phase-Out of High John as a Laboratory

Eleven students enrolled in the fall of 1968.

As anticipated, this semester provided more exposure to findings of social science: consideration of the characteristics of deprived populations; causes and effects of poverty; psycho-social effects of deprivation and alienation and the social and cultural factors which insulate and isolate Negroes, Mexican Americans and other ethnic minorities. Content also included discussion of current efforts to formulate national social goals and programs of intervention. Students were highly receptive to discussions about the social context of the deprivation which they encountered in the laboratory.

During the fall of 1968 only internes and students with experience at High John were assigned regular tours of duty at the laboratory. Other students related to High John as a functioning branch in which they would make some special contribution. This special activity had to be justified in terms of client needs. Toward the end of this semester these students complained because they were not deeply involved in High John and suggested that a regular tour would have been better. It appeared that this time the pendulum had swung too far the other way. Students may have had a greater academic exposure to social science insights, poverty issues and methods of studying communities, but they unanimously agreed that they would have benefited from greater immersion in the problems of practice while they were under the protective tutelage of the Library School. Although Moses and Reid agreed with students that they needed greater involvement in practice, neither the small library nor the project resources could accommodate a full scale in-service training program and simultaneously provide community oriented service.

Although students did not have a regular four-hour tour at High John, they benefited substantially from the quality of instruction that is possible when professional and nonprofessional library staff are brought into the classroom regularly to be part of a discussion or to make a presentation. The student projects indicated they were more involved than they perceived. The projects showed a variety of student approaches and concerns. Of those completed January 1969, there were:

- a study of children's literature to determine what materials are appropriate for exposing children to discussions of poverty and its effects;
- a study of community activities to determine what specific educational and informational resources High John should make available to residents active in the community affairs of Fairmount Heights (see Appendix D - Kinzer);

- a concentrated effort to establish communication between High John and a specific group of mothers whose children attended a story hour at the library (see App.D - Mielke);
- the development of a publication to print the writings of Fairmount Heights residents and thereby to encourage the self-expression of residents and trust in the library (see Appendix D - LaRose);
- a plan to test the feasibility of literacy instruction as a spin-off library activity, a project continued for an additional semester as individual study; and
- a plan and action program to use a story hour to develop among three- to five-year olds readiness for reading and for other school experiences, a project continued for an additional semester by a student interne (see Appendix D - Hightower).

During this semester, four students carried program responsibility at High John on a part-time basis. An additional three students elected projects which required direct contact with High John or with Fairmount Heights. Six elected a project about the disadvantaged but had little or no contact with High John patrons. All students except one carried out a project with or about poor and marginal income patrons such as residents in the High John area. (See Appendix D.)

Phase-out

Although it had been the intention of the proposal that this project would be a three-year effort, the Office of Education did not continue support of High John beyond the first 18 months. Thus, the fall of 1968 was the last semester which had laboratory library as an integral part of the university educational program.

With the phase-out of High John as a laboratory, the entire program nearly collapsed. In the view of several of the principals and most of the students, the project did collapse. On the informal student network the word went out that the Office of Education had "copped out as the Federal Government always does." Further, many students believed that the Library School was glad to be relieved of a burden, having not found the problems of practice to its liking even as a research endeavor. It is difficult to convey the atmosphere of bitterness and despair which followed the decision of the Office of Education to withdraw support of the High John project at the end of its first phase.

With the withdrawal of Office of Education support, High John library had to close its doors unless Prince George's County elected

accept full administrative and financial responsibility. Many conferences and meetings were required to effect this transition.

Staff and students worried about the destiny of High John under the county library system. They generally believed that no public library system was committed to serving the illiterate and the poor. In addition, withdrawal of support was interpreted by students and staff as a rejection of an idea, an ideal, and of the Moses-Hall leadership. They did not expect that a local library system would subscribe to a loftier set of ideals in establishing priorities than the Federal Government which had "let the library down."

Although there was no particular animosity toward Prince George's personnel who had been involved in the project, the one problem which seemed to undergird all others was that staff and students distrusted all established library systems. So deep was this distrust that staff did not believe the assurance that Prince George's Memorial Library was committed to continuing the adaptations and innovation at High John. Although three internships were available for students, only one student with experience in the program continued at High John.

The Fourth Semester--The Post-High John Period

One of the unfortunate consequences of the phase-out of High John as a laboratory was that the residue of the project did not benefit either from use of an established service or from the educational potential of a team of collaborators. There was every sign that the staff that had been gathered to develop an educational program was by the end of the first 18 months well prepared for the second phase. Annie Reid was to act as project director, assume administrative and data collection responsibilities discharged partly by Mary Lee Bundy and partly by Richard Moses, follow her own research interests in agency-client transactions and share course instruction with Dick Moses. In addition to formal instruction, Mr. Moses would then concentrate on library direction and the supervision of student laboratory in young adult and adult work. Relieved of some administrative responsibilities, Geri Hall would be free to develop children's services and supervise student work with children. A cadre of interested people with experience in adaptations in other professions was available for collaboration and had committed their involvement.

In order to establish a closer link between the University and the library, plans for the second phase included finding space to shift classroom instruction and seminar meetings out to Fairmount Heights. This move would immerse the students in the culture of the community and make it easier to establish links with other personnel providing services to the community. In

addition, office space for the project director was found in a nearby church, a better location for conducting research related to High John as a service. When Mr. Moses and Miss Hall left the project a team was dismantled that was never recaptured.

The history of High John project as an educational endeavor was a series of adjustments. One of the greatest changes was to shift the leadership from three professional librarians to a sociologist.

Sixteen students enrolled in the spring 1969 semester course Library Services to the Disadvantaged. Of these, five were employed full or part time in local public libraries while completing the degree requirements. One was employed in an academic library and one in a seminary library. Only three had not had library experience. The associate librarian of a nearby library audited the course and made a tremendous contribution which helped to provide some leadership in library services.

Because morale and activity at High John had declined, students did not observe on a regular basis as they had previously. Nor was High John staff able to participate as much in class discussions as had been the custom. Students had been looking forward to working with Dick Moses and Geri Hall; their absence was a disappointment.

Library professionals were brought in to balance the perhaps overly theoretical approach as well as to contribute professional insights. Mr. Moses made a presentation on public library adaptations in poor and affluent areas. Diane Wheeler reported on the University of Wisconsin study on adult literacy materials. Louis Wilson, Supervisor of Institutional Libraries of Maryland, was well received with his earthy discussion of library techniques and social interactions in institutional library settings. Tom Walker, Supervisor of Public Libraries, Maryland State Library Extension, was asked to spend a long session with the class to counteract the prevailing gloom about the receptivity of the profession toward innovation and to have face-to-face encounter with the pessimism which requires serious attention from professional leadership in public library practice. Mr. Walker is responsible for staff development for public libraries in the State of Maryland.

Students with interests other than in the black poor requested permission to enroll. Some wanted to learn how to deal with the special client population High John served; others simply wanted a course about people. One member wished to obtain insight into providing effective public library services for "incorrigible affluent pre-teens." Two were interested in Spanish-speaking populations: one with a poor to economically marginal group, the other with a primarily middle class Cuban population. Another student was

particularly interested in an economically marginal blue-collar white client population because they had been avid Wallace supporters. Still another was interested in the problems of the non-English speaking foreign-born, primarily middle class. Thus, of a class of 16, five were primarily interested in white clientele, one in High John, one in social directions about library services to the blacks, and the remaining nine in the problems of black enclaves in the suburban Washington area.

Students were required to develop field projects. They were encouraged to select subjects or activities which had immediate possibilities for continuing use in area libraries. The entire metropolitan area was explored as a potential source of field experience. Students had to select a small disadvantaged group or community, study their social and information needs and develop a project out of a professional commitment to the clientele chosen. The projects undertaken by students during this semester reflect a broader base of interests than previously had been expressed.

- Two students began an exploration of the library and information needs of Spanish-speaking newcomers; one group resided in the Mt. Pleasant area of Washington, D. C. and the other in Takoma Park, Maryland.
- One student explored the information needs of a Negro enclave preparing for urban renewal, a neighborhood very near the University.
- One student tested various ways of becoming a legitimate member of a working service corps in Scotland, Maryland, an area having just undergone renewal. This involvement was considered a feasible, realistic way of assessing the information needs of the residents.
- One student explored techniques for expanding the opportunities for communication of relatively isolated mothers of children attending the story hour at High John (see Appendix D - Hightower).
- Two students elected to establish a link between literacy development programs and local libraries, one in Maryland and one in Virginia (see Appendix D - Dearborn; Penzo).
- One student worked with a volunteer group that was trying to set up an information center for detached men adrift in the city.
- Another student worked with a local manpower development and training program in a rural area of Montgomery County, establishing a book center and reading room for marginally literate participants.

All students were required to try to create a link between their patrons and ongoing library and information services.

Since this group of students generally had some experience working in public libraries and many had decided to go into public library work upon graduation, they chose the types of client groups that might easily fall within their library communities. All but one rejected the instructor's suggestions for a field experience and substituted one of their own. They created their own laboratory environment. Naturally, the extent of involvement varied with individuals.

This semester pointed up the need for library schools in the United States to move closer to the crucial social problem of the times: the conditions of life among the black urban poor. Although Washington and Baltimore were nearby, not one student had direct contact with services to the black poor of the inner city. One student studied about this problem. One of our major concerns was the predominantly white composition of the class and the Library School.

Many do not think of serving or identifying with the needs of our inner city ghettos. It is difficult for those who do identify to find a place to begin. In addition, many students shared with the instructor a reluctance to take uncertainty and untried techniques into the already overexplored black city neighborhoods.

The present attitudes toward the white worker make it difficult but not impossible for non-blacks to work in urban black areas. Blacks' impatience with the failure of past demonstration programs makes many demands on outsiders. Both classes articulated their awareness that projects and field experiences have remained on the fringes of the big social problem. For this reason it seemed entirely appropriate to assist in the black recruitment program.

The black recruitment program

If public libraries are to provide the wide range of services required for disadvantaged persons, the composition of the student population and faculty of library schools must have a heterogeneity both representative of the population and varied in talent and interests. Experience with field work at the University of Maryland pointed to certain changes which were needed immediately:

- an increase in the number of black, Puerto Rican and Mexican American students enrolled in the master's degree program;
- an increase in the number of graduates with interest in public library service, insight, and an activist attitude toward current social problems; and

- an increase in sensitivity to the political and social implications of quality and quantity differentials in service to members of the under class.

If library schools accept and publicize the latter two as objectives of their educational program, they will attract persons already thinking along these lines. A change in the ethnic and racial composition of the student body will result from affirmative action in recruitment, from adjustments in the allocation of school resources, and also from the school's commitment to objectives which are clearly meaningful.

Early in the spring of 1969, under the leadership of Dr. Mary Lee Bundy and several students, the faculty of the Library School unanimously committed themselves and the resources of the School to an effort to recruit, admit, counsel and educate black students. This action was taken for at least four reasons: (1) to begin to correct the discriminatory consequences of current educational practices; (2) to enrich the student body and faculty by broadening the cultural base of the School; (3) to increase the availability of black persons needed in the library profession; and (4) to extend to members of the black community additional alternatives and opportunities which the society promises. (See Appendix F.)

To activate this commitment the Dean of the School appointed an Ad Hoc Committee on Black Recruitment with Annie T. Reid as Chairman. Faculty members of the committee were Mary Lee Bundy, Joseph Donohue and Alfred Hodina. Ruth Ann Edwards and James Welbourne were student members.

In its first year, the student-faculty committee was successful beyond all expectations. As a result of the recruitment effort in the spring and summer of 1969, 26 blacks enrolled in the program in the following school year. Between the fall of 1965 (when the Library School was founded) and the fall of 1969, only 5 blacks had received their master's degrees. But between the spring of 1969 and August 1971, 29 blacks received their master's degrees.

Following the traditional criteria for admission, the Library School had in the past enrolled only one or two Negro students a year. Realistically addressing the consequences of past discriminations, the faculty authorized the ad hoc committee to waive requirements of marginal relevancy which previously excluded black students and to search for assets which indicated interest and desire to achieve in the school program. During the spring and summer of 1969 members of the committee spent many hours in personal conversations with over 40 applicants. It is likely that only three or four would have received scores on the

Graduate Record Examination that would in the traditional view predict success in graduate school. The committee was convinced that these traditional assessment measures are inapplicable and found strengths in the applicants which fully justified the investment of Library School and University resources. The success of these students proved these assumptions to be true.

The first year the Library School granted four of its Higher Education Fellowships (OE) to black students. The success of the first year's program won greater support from the Office of Education for the following year.

The Third Year

When High John went under the supervision of the Prince George's County library system, there had been hopes that after an interim period of adjustment, students could again be very much involved in its program. When it became obvious that the period of adjustment would be prolonged, it was clear that the two full-time professional staff assigned to the library could not play the dual roles of providing a service and supervising students. The library did however accept the student internes funded under the program and library staff gave whatever resources could be spared to their development. One serious drawback was the scheduling constraint which prevented High John staff from attending University seminar meetings. These group discussions had not only enriched students but had been an informal mechanism for molding the perceptions of leadership.

What substituted for the laboratory? The Library School itself had been greatly enriched by the presence of the black students brought to the School by the black recruitment program. As a result of the fact that one-third of the students were black, curricula substance was broader, deeper, more realistic, less hortative than had been the case. All of the black students in the class had had experience in libraries and in addition many had been directly involved in community action in the black community. They were fully prepared to discuss the dynamic role of libraries in disadvantaged areas.

In addition, this new group of students moved more easily into direct community involvement with emphasis on dynamic elements of information use and community involvement of libraries as social agencies. Specific activities during the year included:

- preparation of three model cities proposals--
- a proposal for a multi-media center for elementary school children and their parents to be based in a school and operated jointly by the school and the public library;

- a proposal for a library based program in which parents were to be instructed in the use of story telling as a way of teaching their children to read--to be operated jointly by a public library and reading specialists of a univeristy;
- two proposals for a neighborhood information center-- one was funded and the student was responsible for implementation. ✓
- two studies involving the racial implications of site selection--
- a study of physical access, spacial distribution of the races and survey of attitudes and preferences of residents of a city in the Mid-Atlantic region. This study was undertaken by a library employee of that city on leave to get his master's degree--the recommended site was accepted by the director of the library system and future construction may be on the site recommended; ✓
- preparation of testimony for a community action group protesting the closing of a library branch in a well known library system in a large city on the Eastern Seaboard.
- a survey of the use of health information by outpatient clinics serving the inner city. This project involved direct observation in patient services by a student who plans to develop her own techniques for a public health information service (see Appendix D - Wolfe).
- construction of a workbook of activities to stimulate a change of the library environment as part of an attack on ignorance and semi-literacy.
- establishment of several book/film centers in inner city Washington, D. C. as a component of larger neighborhood development programs, and in a neighboring county in poverty pockets with no physical access to the county library system.

In addition to the projects with a service orientation students wished to broaden the concept of mission held by many librarians who have either contact with the disadvantaged or responsibility for library and information services. To achieve this end they wished to start a dialogue among those in the profession with a leaning toward activist roles for librarians working in communities. This dialogue would obtain support for the following themes:

- strong informational orientation of libraries in contrast with the present view of libraries as a place for books;
- decentralization of information services into neighborhoods;
- dissemination of information through informal mechanisms, e.g., grocery stores, laundromats;
- language and literacy development as a necessary part of the library's information dissemination role; and
- personal activism in creating responsive services.

One outcome of high student interest was an intensive two-day study session which more than any meeting sponsored by the program addressed the pertinent issues of white race prejudice, syndromes of the oppressor and the oppressed and the pathological effects of long term discrimination, issues which are the main obstacles to providing access to appropriate services and in establishing positive communication with the black poor. The session also touched upon the highly sensitive issue within the project: the failure of the white middle class to have any compassion or feeling of responsibility for poor whites located in the Baltimore-Washington region. (See Appendix B for program.)

Much of the discussion was taped and has been transcribed. The cadre of volunteer editors did not materialize for continuation of the effort in the second semester. However, out of this student environment emerged the need for curriculum more clearly oriented toward service problems in providing informational services to urban areas. Attending the two-day session was a corps of people who became committed to the development of an urban information institute. Talking late into the night a group began a creative experience which led to the proposal for this institute, which was funded for the following year. Some of this conceiving group became faculty members: Mary Lee Bundy, James Welbourne, Andrew Armitage, William Miles, Annie Reid; others, like Betty Wilson, became students; still others contributed, critiqued and supported the effort: Jane Robbins, Carolyn Foresman, Robert Wright, Elliott Lebow, Miles Martin, Ruth Anne Edwards, Paul Wasserman.

Perhaps the most significant contribution of the High John project was its stimulation of information awareness within students and faculty, awareness of the social value of information beyond its general recreational and educational uses. It became clear that public libraries are almost completely lacking in strategy to define and meet the specific information needs of the poor. The urban information institute was proposed to prepare a new strain of professional worker, an information worker for disadvantaged communities.

IV. THE STUDENTS

Since monetary support for the High John project came very late in the 1966-67 academic year, announcements were commensurately late in reaching students. In spite of this, a number of students appeared to have come to the University of Maryland specifically to participate in this program and some delayed their graduation in order to be included in the project. Altogether, some 200 students have had some involvement in the project. Seventy-eight had intensive instruction in the program (see Appendix C).

Selection of Students

During its first year, the project selected among applicants using criteria which project leadership believed to be essential for work with disadvantaged people. The two important characteristics were a) commitment to the idea of serving the disadvantaged and b) evidence of previous experience in working in a socio-cultural environment different from their own, or strength and strong desire to learn to work in such an environment. Project staff did not want poor black clients to be exploited simply so that students without an enduring desire to work with the disadvantaged could break the monotony of the traditional and occasionally dull curriculum of library education. Therefore, Mr. Moses interviewed each applicant at length to try to determine his real reasons for wanting to join the project.

On the whole, project staff were satisfied that the students finally selected had a genuine concern for effective service to High John clients. In addition, a questionnaire given to project and non-project library students revealed that project participants showed more general awareness of the relationship between race and other social problems and showed greater tendency to see affirmative action as necessary to correct effects of discrimination. Finally, there were no reports from the High John community to indicate lack of interest on the part of the students. Of course, successful selection cannot be attributed entirely to staff judgment; there is always a self-selection factor operating.

Although selection interviews were fairly successful in locating high motivation, they were not very effective in locating skill. Nor was previous experience in a library a useful indication of potential for special client services. Few serious errors were made but two or three students were so ill-prepared emotionally for the High John project that their own emotional problems overshadowed any possible positive contribution they could have made.

Composition of the Student Group

Reflecting a predominantly female student body at the Library School, most of the participants in the High John project were women. Only five male students were involved at High John; two were internes and three were less involved. An additional five men elected the course for its social content, but they preferred to take on projects not connected with High John.

The median age of the participants was in the late thirties. Participants during the first year were on the whole older than the later classes, and the decline in age was especially noticeable during the last year of the project.

Because of black recruitment in the spring and summer of 1969, the racial composition during the third year was much more favorable for project objectives. Two black students participated during the first year. One was an interne working 20 hours at High John and attending classes part time. During the second year this student continued as the only black student actively involved in High John activities. During the third year the program was enriched by the participation of nine black students, most of whom were below the median age. Unfortunately the project never benefited from the dynamic effect which these younger blacks may have had on the library service at High John.

Student Attitudes Toward Involvement at High John

A study of biographical notes and careful listening to students revealed many contradictions in the attitudes of students toward involvement in the High John project. As would be expected, students varied considerably in their tolerance for hard work and trying conditions. Under the conditions with which all participants were aware, getting a service established quickly required many hours of work and a great output of labor. Except for two or three students who had high tolerance for physical labor and discomfort, biographical materials reported much impatience and irritability with physically uncomfortable conditions. The biographical materials did not mention the physical discomfort of the patrons as such but they did report the negative effects which poor facilities had on the relationship of patrons to library staff.* Many references were made to the noise level and its effect on staff. In other words, while it seemed a good thing to serve the disadvantaged, it was unfortunate that this service had to be provided under conditions trying to the staff. It would have been interesting to compare attitudes of earlier group of older white women to later younger group of white and black students.

*The terms "staff" and "students" are used interchangeably.

There were expected differences in the degree of commitment which participants made to their assignments in the library. Some were able to be present at High John during hours most suitable for the clients but many accepted only those hours which fitted neatly into an academic schedule. As a result, High John service hours were strange indeed and often the library was closed when it should have been open. This is one of the disadvantages of relying too heavily upon students for minimum services. Particularly is this difficult when married women make themselves available on a residual basis, i.e., after other obligations with higher priority are taken care of. Little student commitment persisted during evening hours and on weekends.

Student Response to Rejection by High John Clients

There are always many reasons why people want to be involved in helping other people. For any given individual there may well be several motives unknown even to the individual himself. During the course of the project several trends became apparent. There was increasing awareness of the fact that the black poor were hostile toward white missionary zeal. Solely because of their color, many white students doubted their ability to be effective in the black ghetto. Several student experiences sharpened this doubt and forced two students to withdraw from direct contact with the ghetto. As student awareness grew, there was a decline in their confidence in their ability to work effectively at High John or with the black poor elsewhere, but those students who persisted were more able personally to absorb or in some way handle the hostility that was always just below the surface when not overtly manifested.

Equally difficult to withstand was the constant testing of sincerity which professional staff and students experienced. Some individuals understood this testing and could deal with it. Some understood it but could not endure its persistence. Others simply could not understand why their sincerity should be questioned when they believed their presence in "that awful neighborhood" ought to speak for itself. It goes without saying that few whites are emotionally prepared to be rejected solely on the basis of their color.

Generally, experienced librarians were no better prepared to endure rejection than students. Individual responses to this aspect of the client environment could have been modified as part of training but participants who were not prepared to handle this aspect of the client relationship withdrew to safer territory.

V. CRITICAL REVIEW AND ANALYSIS OF THE PROJECT

Throughout the project praise and criticism were lavished on staff and students. The innovative educational approach of the High John project attracted nationwide attention. Although direct involvement of students in service agencies is as old as the professions themselves, there was something about the project which caused such a stir within library circles. The library, High John, was really a small-scale, conservative exploration in service. Could it be that the journal and newspaper coverage was more sensational than the project itself or that within the profession there was a great longing for "a happening"? Or, was the journalistic sensationalism a cover for the anxious belief that much was going on that was not understood and that perhaps one day there would be a need to undergo a radical section of many traditional views in public library service, and therefore in library education?

The Laboratory Library as a Service

Problems encountered in the High John project are significant because they demonstrate the inadequacy of traditional library education and traditional professional behavior for effective institutional responses to human needs. (App.D-Sprinkle)

Staffing

Project staff was competent and committed. Mr. Moses plunged into the project on July 1, 1967. Miss Geraldine Hall of the Enoch Pratt Free Library joined the project in mid-July. Preparing the physical plant absorbed the entire summer. Finishing off and ordering books, equipment, etc. took a little longer, but the library opened in record time in October 1967.

However, the staff provided to operate the library was not in any way reflective of the service needs of the community with its large proportion of children and youth. The Fairmount Heights neighborhood was typical of poor black communities in its deficiency of every type of service. Except for activities within the usual school curriculum, facilities and programs for education or recreation were practically nonexistent. Consequently, when a cheerful, friendly building opened, it was flooded. All who visited High John soaked up the attention paid to them by friendly students, the warmth of Geri Hall and the affability of Dick Moses, whose sturdy sense of humor helped everyone to weather many a crisis. Neither in numbers nor in experience was the staff

prepared to cope with the intensity of need--need for recreation, for physical activity, for self-expression, for recognition, for acceptance, for contact with adults who have time and pay attention. Thus, from the very beginning, the project was handicapped by the inability of the profession to plan realistically for service in disadvantaged areas. But of course this is what the Library School set about to learn.

Once the library was open to the public, Mr. Moses devoted at least two-thirds of his time to the development of the academic-laboratory program of instruction. Without lead time for study and for the planning of the formal course work and without a built-in resource from the behavioral sciences, he had to put forth great effort to bring to the students appropriate materials and experiences. An additional encumbrance was the failure of library education to provide instructional resources which librarians must use if they are to be effective in providing service to the poor or to any population with educational handicaps. Beyond this, Mr. Moses was expected to stretch his talent into a coordinated relationship with instruction in research. Simultaneously, as adult library specialist it was incumbent upon him to reach out into the community and make connections with the suspicious, waiting, doubting adult world. This combination of responsibilities was clearly unrealistic.

With Mr. Moses responsible for the development of a new course, High John staff consisted of only one full-time professional librarian, Geraldine Hall. Miss Hall, a children's library specialist, was responsible for handling most of the management problems, which are exceedingly great in the initial stages of any service. Students literally staffed High John, requiring Miss Hall's constant supervisory attention. After 18 months, Miss Hall left the project, ironically to get back into children's work.

Had there been someone to assume responsibility for the managerial functions (e.g., dealing with change in landlords, leasing vehicles, obtaining insurance, negotiating with the gas company), Mr. Moses and Miss Hall could have made substantial contributions in the area for which they were uniquely qualified--young adult activities and children's work. Fortunately, this talent was not lost. It was used to influence students as had been planned. The project underscores the point that if talented persons are to provide instruction which includes creating laboratory environments for learning, they must have planning time and sufficient staff to deal with day to day problems of management and operations.

As time went on, some of the managerial responsibilities were assumed by students. Staff was ambivalent about this practice,

recognizing on the one hand that innovative, responsive service is facilitated or impeded by administrative and managerial policy and also recognizing that once a practice becomes routine, its value for a student diminishes, particularly when the amount of student time spent in the library is necessarily limited. Here is an instructional problem which library education still must explore: what is the appropriate balance between operations, with known or fairly predictable outcomes, and activities which may lead to genuine discovery? The question has not been dealt with easily by experienced educators in such fields as teacher education, social work education, and perhaps even in application of the hard sciences. In searching for a creative balance, library education needs to employ many varying laboratory models.

The Continuing Problem of Race

As the profession and library education engages in the self-appraisal required for trying new directions, the question of race and ethnic representation within the profession will shriek in sharper and sharper tones. Underrepresentation of blacks, Mexican Americans, Puerto Ricans, and American Indians may for the moment appear as only an issue in democracy. However, if public libraries should become deeply involved in serving these groups, the profession will discover that the more serious they become about this commitment, the more necessary it will be for blacks and other ethnic groups to assume staff and leadership roles. Here again, schools of library education will either obstruct or facilitate.

The directors had hoped to attract black students to the project. Monteria Hightower did come from California specifically because of the program. Miss Hightower entered the Library School in September 1967, and became a graduate assistant at High John during the summer of 1968. During the summer of 1968, a library aide, Willie Lovette, was persuaded to leave his county bookmobile and work at High John. Mr. Lovette had become interested in the video activities at High John and added strength to the young adult program. A resident of the community and actively involved in High John from the beginning, Mrs. Evelyn Parker became the third Negro on the staff, serving as community relations director.

The participation of one black student and two black aides did not fulfill the need for black leadership in serving the Fairmount Heights community. Without belaboring the point, some of the difficulties encountered in relating to the black clients, particularly to the adults and to the professional and paraprofessional black workers in that area, were the result of

intuitive or experiential deficiencies associated with our separatist pattern of living. Eventually, library education will have to confront the experiential deficiencies associated with white (and black) affluence. Social innocence in this area combined with inter-racial encounter caused students to stagger, to suffer what is called "culture shock," an incomplete expression which refers to a complex of reactions related to socio-cultural differences, acceptance, rejection, prejudice, hostility and fear. After one semester, some became drained of their psychic coping resources; others lasted through two semesters. Even in the classroom the constant bombardment of social science data related to the problems of Negroes, Mexican Americans, Puerto Ricans, American Indians, and poor whites proved to be too much. "How much do we have to have of this?" pleaded one student who could not cope with the guilt, threat and anxiety aroused by sheer data. How much greater is the strain when such "data" became embodied in a real person with a first and last name and eyes that meet yours?

In response to the uneasiness on race, during the fall semester two class sessions totaling three hours were devoted to exploring personal prejudices, guilt and anxiety of class members. Annie Reid, a Negro, Geri Hall and Dick Moses entered into a very open discussion on inter-racial encounter and prejudice. It was clear that more time for such exploration is required as part of this kind of educational program. Students said that these hours were more valuable than all of the others put together.

Ineptitude in the area of race relations led us into many staff problems which would have been avoided if inter-racial relationships were not so frequently encumbered with psychopathology or at least distorted judgment. Sometimes very innocent, well-intended gestures give clear evidence of distortions in judgment and behavior. Because project principals had themselves received little benefit which comes from long experience with blacks as equals, recruitment of blacks often took a strange turn. A progress report states under "Problems":

...We are making an immediate effort to attract more Negroes to work at High John. Beginning this summer, Miss Monteria Hightower, a student in the School, will join the staff as a graduate assistant. We are also talking with the Prince George's County Library about the possibility of detaching Willie Lovett [sic] for full-time work at High John (he has been working there on a part-time basis and is in charge of the Video experiment). On the recommendation of the sociologist who consulted for us on the program, we are arranging to engage Mrs. Evelyn Parker (a resident of the community and presently chairman of the High John Board) to serve as community relations specialist.

Although Mr. Lovette and Mrs. Parker both had tremendous potential and very high motivation for library work, neither received the in-service training needed for the responsibilities they were expected to accept. In many ways, much higher paid staff, including university professors, somehow expected persons with very limited education and experience to achieve miracles with black clients and the black community. At the very least it was expected that these two people would in return for a small wage lend their blackness to the cause of legitimacy and manage the socio-cultural environment so that the white professionals could do their work. Even the title "community relations specialist" reveals a charade, a dodge to avoid a real search for her true value to the project given her education and experience. Mrs. Parker was not a "community relations specialist" but a warm human being with a burning desire to grow.

The High John project revealed that only in the obscure halls of ivy can a university get away with ineptitude, for when it begins to be involved in action, only wisdom, experience and competence are of value. The ineptitude of the university is immediately clear to students in the real life laboratory. It is not unfair to illustrate this point with an example involving race.

Fortunately, before the end of the project, experiences with High John motivated Mary Lee Bundy and a group of students to address the fundamental issue: the long time racial barriers which had kept blacks from entering the Library School and becoming members of the profession--as equals. Too late for High John but not too late for future projects, there are now many individuals who are known to the University and who would provide excellent project leadership, a black librarian in place of a black sociologist, and who would have avoided some of the pitfalls because of their experience as blacks, their identification with black needs and their orientation toward innovation in library services. The greatest immediate value of the High John project is the change in policy at the Library School which produced the first representative group of black graduates in August 1970 and which since that time has graduated many more.

Conceptual Differences

Some library conversation and correspondence has dwelt at length on controversy within the project. There was not total agreement among the principals, an opportunity for students. There was not enough dialogue on the points of difference--an opportunity missed. The climate was great for students, some say in retrospect, although they of course complained. Remarked one ex-High Johner, "In spite of [everything] no group of students will ever learn as much as we did."

Theoretically, without conceptual differences, a laboratory would be an anachronism since one does not need to explore that which has been settled for all time. To begin with, the program as planned and as implemented was moderate in all of its elements. Neither the educational format nor High John as a library are vast departures from tradition. But more important, on the truly significant issues the principals were in complete agreement: libraries must serve the disadvantaged by addressing problems which maintain the status of disadvantage; to do this requires substantial changes in library services, in educational programs which support them and in the personal attitudes of librarians to blacks, the poor and other persons unlike typical white middle class users.

The Library and the Community

In seeking to establish a strong community orientation with feet firmly planted in a small neighborhood, High John was a success. An early progress report included a modest statement:

In its relatively short existence the High John Library has certainly won a measure of community acceptance. As one of the consultants observed, "It is the only social institution in that community which has successfully motivated a population of pre-adolescents and adolescents." Both consultants emphasized that to withdraw the service would have a devastating effect on the children who are using it. Further, its users are being attracted from the non-middle class group. The adolescents using the library have probably never before been in a public library. As the sociologist commented, "that library has the people every poverty program in the country would give their eye teeth to reach." While High John is carrying out many customary library functions, it is also obviously serving the role of a community center.

The outside consultants who visited High John were particularly excited by its potential. The key question revolves around the role it is to play in the future and the direction for its future development would seem to lie in two principal areas. First, to increase High John's involvement with its community and in so doing to increase adult participation in the library. Secondly, to capitalize on the informal learning climate the library has created by a concerted effort to help the children and teenagers improve their reading abilities.*

*Progress Report, June 20, 1968.

Within the limits of its physical plant and its staff, High John moved effectively in both directions. When its first closing was imminent under Prince George's County, the community outcry testified to its success as a service which belonged to that community. But even before this, there was never any doubt that the children and youth of Fairmount Heights knew that High John was theirs. They literally possessed it, struggled with each other for standing, sitting, and talking room within it. Frequently its small staff considered their aggressive presence as an assault. They consumed resources faster than they could be replenished, and they demanded and got attention.

Project staff carried the informal learning potential as far as their capability permitted. Under the University, there was ambivalence and inconsistency about using High John for informal tutoring. Some of the leadership wanted expansion of this function; others did not feel it appropriate. Because of the limited concept of staff needs, no one was competent to organize and plan for the challenge which the children and youth brought. The instructional potential and demands of an informal and friendly library is tremendous. Future High John type efforts should integrate learning resource centers with recreation. It has truly dynamic potential. Staff should include librarians, media specialists, specialists in literacy training and the whole gamut of basic education. All staff should be oriented toward acceptance of vitality, overt display of emotion, strong interpersonal transactions and enjoy participating as a person in such an environment. Under such circumstances, young patrons will not insist upon anarchy but will pursue perfectly meaningful activities and will struggle to make order out of confusion.*

The Educational Functions of the Laboratory

Three Views

On the whole students did not get the greatest possible benefit from their field work because of the lack of integration between practical experience and other elements of the educational program. We relied too much on the student to be the integrating mechanism. This was a responsibility of the instructors which should not have been shifted to the students. Several factors contributed to this.

In retrospect some of this loss can be attributed to lack of clarity with respect to the purpose of the laboratory. Although program objectives seemed clear, there were many confused views

*Project Director Ada Hinds had made the same assessment of the Gateway Library in Muncie, Indiana--at U. of Md. Study Session, 12/6/69.

as to the purpose of High John. Our own writing reveals the several different purposes which were articulated from time to time:

- The laboratory should "bridge the gap between theory and practice."
- It should provide students a laboratory in which to conduct "experiments."
- It should provide an opportunity to make service "adaptations where necessary."

Although these different purposes are not mutually exclusive, they are different objectives and reflect three different orientations.

1. The laboratory as a practicum

Educational programs use practical experience to enable students to see that professional service really is an application of theory. Discussion of theory is primarily a classroom matter. In order to understand the relationship between theory and practice, the student will himself apply theory in a practice setting. This experience will convince him of the connection. As a learning device, emphasis in the laboratory will be on what is already known about library service and the theory upon which the service relies. Within this frame of reference, High John had its greatest value.

2. The laboratory as an experimental environment

Learning and experimenting are not precisely the same. In certain advanced stages of acquiring new knowledge (learning) it may be necessary to experiment as this new knowledge must be generated by the student for himself. Thus the advanced university professor or scholar or researcher may be so accustomed to dealing with the frontiers of knowledge that he has come to believe that learning and generating new knowledge are one and the same. The graduate student, first year in a new field, is not at all burdened with this confusion as one frequently hears questions which try to get the instructor to separate the known from the unknown. "Are you telling us that this is so [has been proven or demonstrated] or are you saying that someone is in the process of finding out whether this is so [experimenting]?" Although it may be fashionable for instructors to think in a realm which blurs acquiring knowledge

with generating new knowledge, total involvement in such zones leaves the student with the belief that nothing is known, that there is no baseline of knowledge commonly accepted as worthy of mastery and use. This belief causes some disorientation in professional education as students are in process of committing themselves to an endeavor which they had been led to believe had a societal mission that depends upon an accepted base of acquired knowledge. Students associated with the project experienced some of this disorientation and some resulting disillusionment with the profession. Generally students resisted learning through true experimentation. At the same time they could receive benefit from field testing of what the profession holds to be true, even when such field testing raises doubts within the student about his desire to commit himself to the tenet.

Out of the High John project comes the suggestion that emphasis on process education, i.e., learning by applying, should not lure the professor into believing that his learning and research needs are the same as those of his student even though both could take place within the same environment. Although the overt behavior studied may be the same, the observations and the structure of observations must differ. The distinction here may be one of the important differences between professional education for the master's degree and the structure of guided research for doctoral students.

3. The laboratory as an environment for service adaptations

A third and still different orientation saw High John as an operating program which provided services uniquely designed for a specific population. Here we introduce still a different set of variables which would cause the departure of a service from traditional programs. Students were expected to make adaptations and modifications when few had a baseline of experience which provided sufficient familiarity with traditional modes from which departures could be made with some degree of deliberation. Thus arose many questions and much uncertainty about whether a seemingly sensible thing to do was a library thing to do. To the experienced librarian preoccupation with defining the limits of the profession is reductive and elicits much impatience. In retrospect it is clear that the project was overly impatient with students' apparent need to find the edge of the profession, where it separated from social work, from education and even from ombudsmanship. Perhaps one reason for this impatience was realization that students

wanted a definition of service which by its ready articulation would raise some question about its value in an "innovating environment."

Perhaps the uncertainty which can arise when any kind of behavior is changing is illustrated by the remark of a young patron. When after some suggesting, reminding, cajoling, pleading and finally threatening, the librarian bodily removed from the library a youngster engaged in some totally disruptive endeavor, he was heard to say, "Is this an innovative library or isn't it?"

Lack of Clarity About Professional Mission

One of the problems which burdened the project was the tendency for some professionals to establish sharp boundaries around the professional mission. This problem gave the project an uneasy footing within the profession. Although the national report* on libraries would clearly embrace High John's intentions and activities within the scope of the profession, the book-oriented services in the more straight-laced atmospheres of most of the libraries in the region would bring into question High John's program. This lack of clarity is abroad within the profession and nothing better documents this than the diversity of positions at plenary sessions of the annual meetings of the American Library Association.

The Library School at the University of Maryland brought together pertinent multi-disciplinary fields which could make a contribution to broadening the concept of mission. During the High John project the Library School became more clearly oriented to library work as a social as well as an educational force. The Urban Information Institute attempted to develop this concept still more.

The Laboratory as a Way of Validating Curriculum

There is no more reliable way to validate library education curriculum than by operating a library like High John. It was a real test of the ability of professors and students to apply the concepts discussed in the classroom. Unfortunately, there was no opportunity to test the value and relevance of changes in staff and curriculum which came at the end of the first 18 months.

*Library Services for the Nation's Needs: Toward Fulfillment of a National Policy, Report of the National Advisory Commission on Libraries, October 1968.

Planning and Designing the Service

The early days of High John were difficult because of the need to develop concepts of service upon which all involved groups agreed. As a part of a graduate program of library education, the initiation of a service offered a beautiful opportunity for students to have a practicum in planning and designing library and information services. As was so common during the sixties, so many programs for the disadvantaged were funded for immediate implementation but not for planning. The project would have been on surer footing if the first 18 months had been funded to plan and establish a service. With this understanding staff and students would have benefited from the planning and design process.

Because so many poverty programs went into operation without planning and staff development, the programs failed or were cut off because failure seemed imminent. In many cases we now have neither the programs nor have we obtained expertness and experience in planning. Fortunately after nearly a decade of instant operations, the value of planning has become more apparent.

Administration and Management

In retrospect the project should have had a library administration component. Students in Library Administration could have benefited from High John and could have relieved contact staff of managerial responsibilities. High John offered students a chance to study issues in administration of public services, liaison with government, relationships to other community organizations, involvement of patrons in decision-making, use of staff resources, and other aspects of library administration. Much was learned incidentally; more could have been gained from a structured administration sequence.

Neighborhood based services are labor intensive and require more man-hours than is generally anticipated. One might speculate that one way that staff could have been obtained with sufficient capability was for the entire Library School to have been involved in designing, planning, establishing and operating the library. Such an arrangement might have increased the cost effectiveness of the instruction by substantially increasing the number of students benefiting.

Long Term Involvement with the Disadvantaged

Of the white students who have been deeply involved in service to the disadvantaged since graduation, all showed clear evidence of strong orientation toward such service when they

elected to participate in the project. The project gave them the opportunity to pursue this interest, to test and develop their emotional readiness and tactical skills and to expand their understanding of the political, social and psychological forces which impinge upon the lives of persons who are both black and poor and upon their needs for professional service. Black students with similar involvement obtained an opportunity to integrate previous experience and insights with acquired professional and organizational techniques. The High John experience gives strong support to the view that professional progress will be made by (1) those who by virtue of previous experience and other background influences are equipped with commitment and the personal characteristics required and (2) those who acquire a sharply focused and tested set of techniques--professional and organizational. It would appear that what a one-year graduate program can do is attract persons with the first set of characteristics and provide motivation, structure, guidance and support for the attainment of the second. The existence of programs like High John as part of curriculum increased the likelihood that a library school will achieve both of these objectives.

Need for Many Service Formats

High John demonstrated so clearly that commitment is not enough. Great controversies raged among committed people who became arrested in one mode. This mode, the format of public service seen in library after library, had become the profession itself. Great anxiety was produced by any departure from this mode because there was always some reminder that the departure may really be an abdication of the profession. Thus, when a student wanted to test the feasibility of placing a literacy development program in a neighboring system, her project was literally sabotaged because it seemed not to be legitimately "library oriented" in spite of literacy development in libraries many years ago. Similarly, there were those who wondered about the fun, the play, the noise at High John. "Is this a library or isn't it?"

One library service mode has become so dominant that often form seems more important than substance. One example may illustrate. Willie Lovette initiated a Video Teen Club which coalesced around fun with home-made (library mode) video programs. After several rounds with pantomime and ad libs, participants felt the need for something to feed the medium. Mr. Lovette turned to some books and plays and the group began to use this material to feed the medium, i.e., to have something to say and do on TV. It became obvious that reading had some use but eventually even that was not as good as using lines committed to memory. After all, drama requires actors ready with lines. The substance of this development is obviously powerful. But not so if it takes place where the service is the format and the format is quiet, unemotional,

unexpressive in an environment devoid of happenings and the tension of production as creativity struggles against and with discipline. Must a library require that information be used without passion? Willie Lovette, a former bookmobile driver, fortunately was unencumbered by the need to constantly verify the edge of the profession and was clear about the pertinence of learning, knowledge, and information use.

The existence of High John libraries must be part of library schools so that the profession and students, both practitioner and educator, can become emotionally and intuitively ready to accept real innovation even as they intellectualize the need to innovate.

Impact on the Profession

Professional Curiosity

Although a great many library professionals came to observe High John, little is known about its influence on them. However, those who were perceptive provided the much desired nourishment for project staff who were eager to compare notes and trade ideas with others providing library services in disadvantaged areas. On the whole, the most interested and helpful visitors were persons with a leaning toward community action regardless of age or library experience.

Discouraging to project leadership was the fact that few library educators were sufficiently curious to want a firsthand view of a laboratory library if for no other reason than to improve upon it. There were many requests for printed curriculum materials but only a handful of educators visited the library and not all of those were out of library backgrounds. This was unfortunate since the truly innovative curriculum was in the Fairmount Heights library and the other community groups served by the students.

As stated earlier, High John made interesting copy. Unfortunately, little did the literature address the main question: how do you educate so that new professionals do not repeat the errors of old ways but instead acquire an orientation which is adaptive enough to devise changing services for changing clients?

Conference

The National Conference on Education for Library Service to the Unserved was held May 23, 24 and 25, 1968. This conference brought together members of the profession to discuss and debate issues related to education and practice in poverty areas. The first day was devoted to needs of underserved groups and the second day to considering such fundamental questions as the role

and contribution of the public library in poverty situations. Students from the University of Maryland program participated in a discussion of the educational aspects of the High John program. Fifty-eight attendants were officially registered for the conference. (See Appendix E.)

VI. EVALUATION AND CONCLUSIONS

Process Evaluation and Feedback

In addition to several internal mechanisms for appraising the project, several consultants observed the project at different times during its course. During the first year an advisory committee to the project reviewed the program and worked with staff on a clearer formulation of educational objectives for the project. As an outgrowth of this meeting, the educational objectives of the program were more precisely defined. Again at mid-point the project reviewed progress and future plans with the advisory committee but the outcome of these review sessions became moot when the University lost High John as a site for implementation.

For ongoing assessment with immediate feedback, Dr. Jonathan Freedman, Associate Professor, School of Social Work, Syracuse University, visited the project periodically. His consultations were helpful in forcing project personnel to deal realistically with the problem of race and in constructive use of conceptual differences with respect to the many adaptations made by and urged upon the laboratory. Changes during the first 18 months and plans for the second phase were creatively influenced by Dr. Freedman's recommendations. (See Appendix G.)

Conclusions and Recommendations for the Future

During the last year of the project, Dr. Miles Martin, Associate Professor, School of Library Science, Syracuse University, was asked to study social trends and the range of clients which this profession is obliged to serve, to observe students in the traditional mode of library education, to observe the strivings of the project, to read the biographical materials and project reports of students and staff and then to analyze and draw conclusions. His statement follows.

* * *

THE EDUCATIONAL SIGNIFICANCE OF HIGH JOHN

Dr. Miles W. Martin

June 1970

The function of the University is not to simply teach breadwinning, or to furnish teachers for the public schools or to be a center of polite society; it is above all, to be an organ of that fine adjustment between real life and the growing knowledge of civilization. W.E.B. DuBois, The Souls of Black Folk, 1903.

If one takes Darwin's Theory of Evolution seriously and believes that some such principle as "survival of the fittest" holds in nature, then it is of interest to enquire as to what might be those characteristics which will lead to man's demise and in what lies his hope for the future. A familiar point of view, almost to the point of being a commonplace, is that man's chief survival characteristic is his ability to reason. Various aspects of this remarkable faculty are alluded to for purposes of ensuring that they continue to be developed in succeeding generations --his ability to think abstractly, to see analogies, to choose his value system, etc. Rarely is a characteristic of our reasoning process propounded as increasing the likelihood that we shall not survive as a species. Psychological characteristics such as the need to fight, to compete, to dominate, etc., are generally propounded as potentially threatening to man's existence.

For those who have adopted the University as a way of life, this is extremely gratifying. It takes very little stretch of the imagination to regard our universities as centers of reason in our culture. Since it is well known that universities aim at the intellectual development of our youth, that scholarship is highly rewarded, and that various achievements in the development of theory in all areas of knowledge can be attested to, the stable population of universities come to regard themselves and their institutions as the hope of mankind's survival.

I do not agree with this conclusion. I should like to go back to the beginning for a moment to see if we haven't missed something. It is worth noting, in the first place, that there is no indication in nature that those species survive longest which reason best. If one looks at termites, one of the longest surviving species, we would be tempted to say not reason, but the ability to organize and to reproduce prolifically were survival essentials; or, if we were to look at sharks, that individual resistance to destruction and perhaps some implacable killer tendency were essential to survival.

Darwin's conclusion, and I see no reason to reject it, is that adaptability to environmental change is a necessary condition for survival of the species. I should like us to bear that in mind-- adaptability to environmental change. The shark can continue to function when salinity of the water changes drastically, when the temperature varies greatly, when the food supply alters drastically. The

termite has developed resistance to every poison used on a large scale to destroy it--and is found in virtually every known environmental condition on this earth; so is the cockroach.

The way in which man reasons, however, has built in tendencies towards rigidity and towards inflexible responses to environmental change. Man compartmentalizes. He has the ability to focus his attention on particular characteristics of a problem or situation while ignoring all others. The ability to abstract, to see analogies, and all other characteristics of reasoning that I can think of assume this underlying ability. Up until recently, this ability has, for mankind, been of positive survival value. Without it we would have no law, no medicine, no science, no art; in short, no civilization. It appears to be the case that the more civilized a culture, the more its ability to compartmentalize. The more we, as a species, compartmentalize, the more individuals specialize. In a technologically complex and densely populated civilization such as ours, specialization can reach the point where communication across specialities within a discipline can be difficult and communication across disciplines all but impossible. This has been deplored by many. What is not so often emphasized, however, is that past a certain point, increased compartmentalization and specialization changes from being a positive to a negative survival characteristic.

As large scale, potentially destructive, problems arise in our culture they often represent dramatic changes in our environment. Problems of overpopulation, pollution, and poverty, for example, challenge our survival in new ways. The magnitude of the problem from the point of view of any one area of specialization may not appear to be significant. The definition of the problem within categories or disciplines originally derived for other environmental conditions may not be suitable for the kinds of solutions which are needed. The communication and coordination of people from many different disciplines needed for solutions may no longer be possible.

In such a way might our high level of categorization tend to inhibit adaptation to these new problems. At the very least, one of man's important reaction times--the time between recognition of a serious challenge to survival and recognition of a likely suitable response--is likely to be slowed down.

So long as the University, as one of the main seats of reason in our society, places most of its emphasis on transmitting knowledge as categorized in traditional ways--so long as it maintains a structure according to disciplines developed and encourages specialization, and so long as its teaching methods inculcate conformity and mental inflexibility in students--to that degree does it run the risk of promulgating negative survival characteristics in the next and succeeding generations.

The University must take upon itself the objective not only of passing to the next generation the knowledge which has proven useful in the past, but also the development of adaptability. It must foster and reward the critical evaluation of the usefulness of knowledge received. It must be willing to abandon structures and methods when there is evidence of their inadequacy.

Nowhere within the University is this need greater than in schools of library and information science. No function can rightly be considered more critical in influencing man's present response to change than the collection, organization, storage, and dissemination of information. Without information no problem recognition. Without information no solution. Without information no survival.

The training of librarians, media specialists, information service people--or whatever other euphemisms we use to designate people whose primary responsibility is the collection, storage, and dissemination of information--is presently conducted within most universities along traditional lines. The names, content, and objectives of our courses haven't changed significantly in decades. A concession to progress is usually the addition of a few courses to the curriculum in the area of technology or communication or management, but the field is partitioned in the same old ways. Our philosophy of education seems to be: Professors are wise and students ignorant. Faculty lecture and students learn. Students are naturally lazy and untrustworthy. Their objective is to receive as much reward (degrees) for as little work as possible. Faculty therefore has as one of its main tasks the forcing of students to learning by threats of failure and frequent inspection by examinations. We must ensure that not too many are getting away with too much. For the most part, we act as though we believed that intelligence, creativity, admirable motives and wisdom were the exclusive property of faculty. Faculty alone decides course content and graduate students work on faculty research projects. Entry into the "adult" world of faculty is carefully guarded. One must first pass through elaborate rites of passage--and execute them meticulously: attain acceptable grades; be circumspect in one's attitudes and behavior towards superiors; pass comprehensive examination attesting to one's breadth of knowledge, and competency; show evidence of creativity on demand--the dissertation; show that one has acquired the "tools" of scholarship--foreign language skills and statistics.

Hogwash! We the faculty are taking on the character of a religious cult of priests. The methods of education are analogous to the way one indoctrinates the impure into the mystical, symbolic rituals of purification. And the content is tending to be as fixed and holy as the word of God.

We behave almost exactly towards students as management behaved towards labor after the industrial revolution. In management philosophy terms we accept a Theory X instead of a Theory Y philosophy. At least

when management treated workers as dumb, lazy, untrustworthy, mechanistic units to be manipulated, they weren't so inconsistent as to expect future managers to come from the working class.

The whole business of what happens in the training of future theory builders, organizers, and dispensers of information at universities would be humorous, except that man's survival might well be hanging in the balance. Enough. Let us look at what we can do instead of what we are doing.

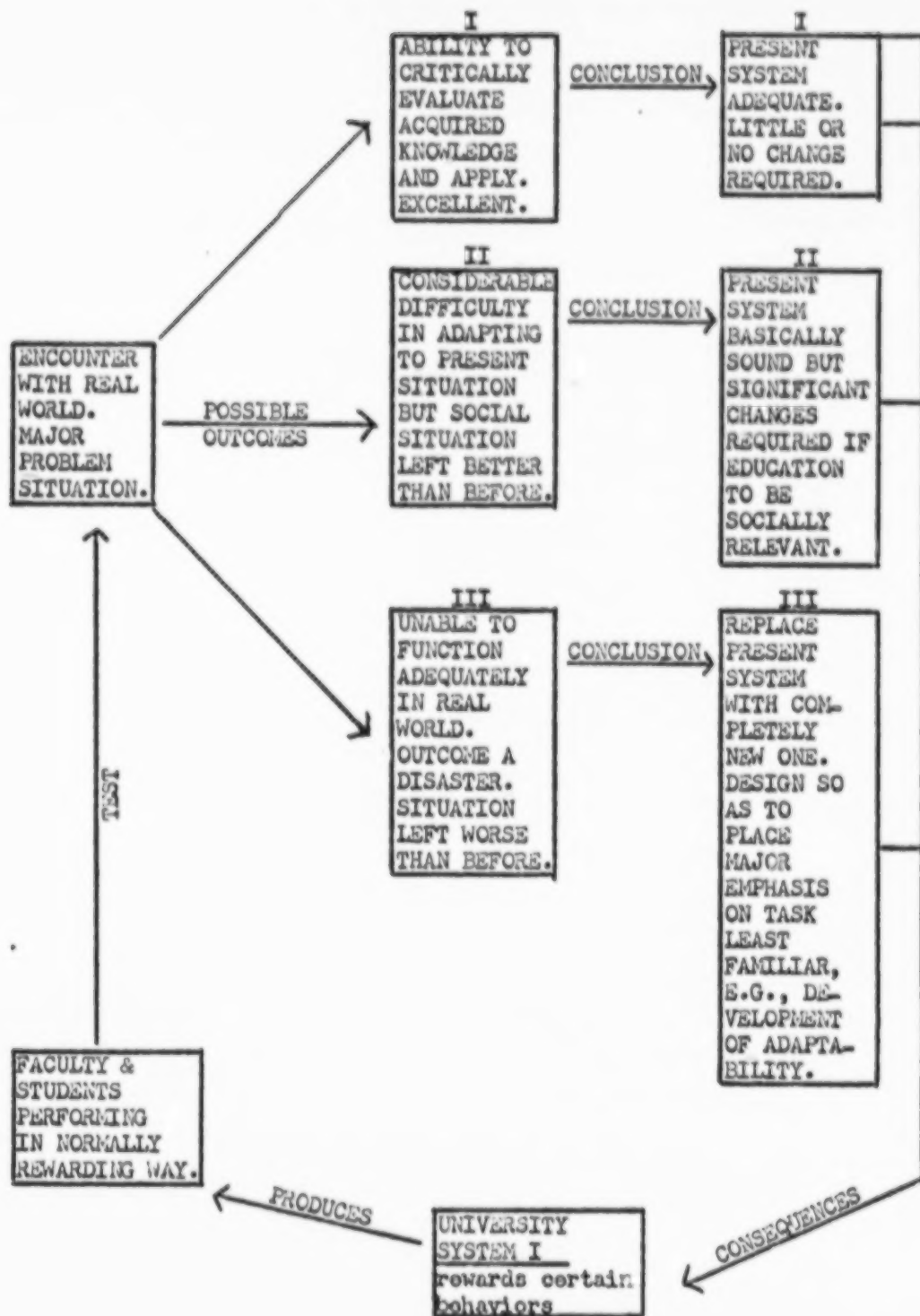
Project High John tests the adequacy of that system of education in a realistic way. It asks the question: Can our present faculty and students provide an information service in a major problem situation which is useful? Implicitly it asks: If not, why not?

According to the terminology we are using here, it asks: Does our structure have positive or negative survival value?

The nature of the experiment might be outlined in the way shown on the following page.

The University of Maryland has made a significant contribution by conducting the first realistic experiment testing the adequacy of the formal structure of education in this field for dealing with these large-scale, complex, real-life, serious problems. Let us talk first about the nature of the outcome and then about the implications for the educational process.

In the first place, it is absolutely clear that the information center was not an unqualified success. The outcome appears to fall somewhere between II and III in our schematic. (See page 47.) There was a great deal of difficulty for both students and faculty in adapting to the real-world conditions of the ghetto. Some were unable to, and withdrew from the project. Those who were able to function in that environment did so with varied degrees of ability. It is hard to know how to decide whether the social situation was left better after the establishment of the High John Library than it was before, or than it would have been without the project in the first place. All contrary to fact conditional statements have this characteristic. One does not know how to test what might have happened had a certain fact or event not occurred. Informal discussions with the faculty and students involved in the project, a study of the diaries kept by the staff and of the news sheets published by the users argue toward some measure of success in serving information and social needs of part of the residents of the area and of a feeling of accomplishment and worthwhileness by an active subset of all those involved in the project. I would say that the experience was certainly not a total failure, that is, that outcome III in our schematic did not occur.



One of the biggest difficulties which both faculty and staff experienced in working on this real-world problem was the discontinuity or disjointedness felt between the kinds of behavior and ways of thinking which were necessary to function effectively in High John and the kinds of behavior and modes of thinking which were necessary to function within the formal academic environment in which they were also participating. Hypocritically, almost schizophrenically, attitudes developed which usually led to a certain amount of cynicism regarding the academic game. It never seems to have been the case that cynicism developed with respect to the behaviors necessary to perform efficiently within the library environment. It will be interesting to follow the careers of those students who had this experience to see how many chose the academic environment as against the practitioners' environment, and to interview them regarding the rationalizations used to justify whatever choices were made. The people I talked to were, for the most part, those who chose academia, but who did so with a purpose, that purpose being to change the educational process in school so that it becomes more socially relevant.

Given, then, that this seems to be the nature of the outcome, we still have to question as to what conclusions we ought to draw. The problem can be stated in this way: No one believes that we can conclude from High John, or indeed from any other research, that our present educational system is adequate, and that little or no change is required. Are we to conclude, however, that our present system of education within this field is basically sound but that significant changes are required if it is to become educationally and socially relevant? Are we to conclude that our present system ought to be completely replaced with a new one so as to place major emphasis on the development of adaptability, that is, the ability to maintain a fine balance between real life and the growing knowledge of life? The first is a minor revision, the second is a major overhaul. Whichever we are talking about involves transition through stages and problems of implementation. Which we choose depends to a large extent on the kind of assumptions we are willing to make regarding the future. If we believe that the rate of change of the real world is accelerating to such a point that the University will never be able to catch up by gradual changes because of its slower rate of acceleration, then we will opt for the dramatic change. Otherwise, most of us would find good cause for advocating the gradual change. The gradual change has less far to go, can therefore be arrived at more quickly, and probably will result in fewer personal conflict situations. But just a minute. Haven't we made a mistake in considering our alternatives to be either-or situations? Why can't they both be going on at the same time in different schools? After all, we have said that a critical area is our assumptions about the future and what could be more reasonable than to systematically collect evidence about the present gap which exists between what goes on in school and what is needed in the way of information services in these large problem areas? What more reasonable plan than to begin now to systematically collect evidence concerning the rates of change between the

nature of real-world information problems and that of the University's ability to engage in coping behavior?

I suggest, then, that two kinds of activities be engaged in, in a systematic way, by schools in the area of library and information services across the country. All library schools ought to dramatically overhaul, modify, update, and reform both their curricula and methods of instruction.

In the area of curriculum, we know that facts are learned best, remembered longest, and able to be applied easiest when the need for the fact comes from the student at the time of learning, rather than from the teacher. We also know from studies of creativity and innovation that creative people tend to be non-conformists and deviants. The most dramatic changes which must occur are that we must stop relying on the lecture method and case studies so heavily, and move in the direction of problem centered curriculum. The ideal situation would be one in which the student is exposed to various problems or problem areas. He, then, probably working in small groups with others similarly motivated, selects a problem which he believes to be important and which he wants to work on within some area. Out of his desire to more thoroughly understand the problem and to ameliorate the situation would come the motivation for acquiring facts, theories, and techniques. One of the biggest barriers to the encouragement of the truly critical intellect on the part of the students is the authoritarian nature of the student-teacher relationship. We systematically weed out and punish non-conformists. We suffuse our atmosphere with threat. The second big change must be toward the building of a colleague relationship between faculty and students and the removal of artificial threat. We are not in the employment business. Our job is not that of meeting the demands of employers. And we should not so readily agree to weed out students or grade them--especially when the only purpose may be to simplify an employer's hiring decision. Artificial threat is when we accede to pressures from environment to give grades or from our own status needs to require obeisance. Too often we pretend that we have developed measuring instruments that help us determine when we are succeeding when we are only perfecting artificial threat techniques. Real threat is the threat of failure, of not being able to cope with information transfer problems in society. I am suggesting that we carefully re-examine the admission criteria for schools of library and information services; that we try as best we can to select intelligent and adaptable, flexible people to begin with; that we begin making it very tough to get into school. I am also suggesting that once the student is in the door he and we as colleagues begin formulating problems, trying to understand them, and re-examine our own knowledge and tradition from the point of view of their applicability to the real world. I suggest that we eliminate grades and stop thinking of our main job as being that of filtering out the good from the bad. Our main job is to help get the information problems of the world solved. The cost of error of letting a certain percentage of students graduate who may make no

contribution in our professional world is much less than the cost of maintaining the present educational system with the attendant risks of not even addressing the information problems that beset mankind. In addition to that, it seems clear that more research projects of the experimental nature of Project High John ought to be engaged in. A most reasonable approach is that those schools both geared for and interested in large-scale research projects dealing with multi-faceted complex social issues partition the field up in such a way that each school act as a sensor for the profession, attempting to function as an information transfer agent within a particular problem area.

Maryland is becoming known for its work with the economically deprived. Other schools might pick the areas of pollution control, overpopulation, transportation, city planning, or even international information transfer processes by types. Each of these schools may be regarded by the profession as giving feedback concerning the rate of change, the kinds of information needed, the adequacy or inadequacy of present curricula and educational experience in preparing for dealing with these problems and in assisting the profession generally in long range and systematic planning. The only way in which we can hope to remain adaptable to change is to be aware of change. We will only become aware of change when we have linkpin organizations and people with one foot in the change process and one foot in academia. Each school working in a particular information need area would seek to place its students and faculty either in part-time positions or periodic full-time positions with the group trying to solve problems in that area. These people would concentrate on developing the information network needed to solve the problem. One school might, for example, be seeding its people in city planning groups across the country. They would be able to bring back to the school some coherent picture of the information needs and the information transfer processes engaged in by city planners in trying to solve their problems. On the basis of such feedback we may very well find that information skills are needed which are not being developed in the schools or that exploratory information networks need to be set up within the community for the generation of information. The University would in effect play the role of clearinghouse for information problems in the city planning area to which governmental agencies at all levels and educational institutions might come. The system of rewards and certification for students and faculty would have to be compensatory. But once we have freed ourselves of some misconceptions about what our objectives are, once we have gotten over the notion that we are either running an employment agency or protecting the society from having unqualified people with degrees fed into it, then I can see no difficulty in working out something suitable.

I recommend that such profession-wide planning be instituted and that a mechanism be set up for calling a congress to discuss the specific nature of the educational changes needed now, the areas into which we must place sensors, and the partitioning of schools up according to interest and capability into specific sensor areas or into fundamental general education in this field.

High John has not provided any answers. It has opened a door and let some light in. Whether we can see this light and learn to use our reason in a more flexible and adaptive way as a result of it remains to be seen. The outcome is not a trivial one.

APPENDIX A
Course Materials

SCHOOL OF LIBRARY AND INFORMATION SERVICES
University of Maryland
College Park, Maryland
20740

L270: LIBRARY SERVICE TO THE DISADVANTAGED - Course Outline, Fall 1967

Instructor: Moses

It is the aim of this course to present in an organized, systematic manner a solid foundation of background and up-to-date knowledge of the problems and progress of the Public Library in its relationship to the disadvantaged person and the community where he lives. The course, including its requisite field work in the School's Laboratory Library, will function to prepare the graduating librarian to meet with confidence and imagination the uncertain situations facing so many of the nation's urban public libraries today.

The course content will consist of:

- I. Backgrounds of poverty
 - a brief look at the history and changing nature of poverty in the U.S., some of its causes, results, etc.
- II. Historical backgrounds of the Public Library in relation to the problem of poverty, particularly as it affects library use
 - the role the library has played throughout its own history in its approach to the problem; successes and failures
- III. Today's public library as it looks at the problem of the non-user, especially the disadvantaged non-user.
 - the nature of its approach/image, adequacies and inadequacies
 - the potential of the library in meeting the problem
 - implementation of the potential
 - an examination of some currently active library "poverty" programs

The approach will combine class discussion and readings with field experience in the School's Laboratory Library.* Outside lectures in such areas as the sociology of poverty will be scheduled and at least one field trip is planned. The student's individual project will be such as to provide an opportunity to design, develop, operate and evaluate a special program.

* The course is part of an experiment in library education being funded by the U.S. Office of Education. The laboratory library known as "High John Library" is located in Prince George's County.

RESEARCH METHODS

This course is designed to give the student basic understanding, but also some skill in the design and conduct of research. The course relies heavily on reading in a range of research methods texts and on class discussion and lecture. Students also study and evaluate library and social science research. Other members of the faculty report and discuss their investigations. In the second half of the course, the students actually participate in a research project.

The areas and topics to be explored are listed following:

- I. Introduction to Research
Fundamental concepts including the scientific method applied to social science research; the difference between basic and applied research.
- II. Areas for Research in the Library and Information Fields
Frameworks for defining the field for research; major areas of study.
- III. The Role of Theory in Empirical Research
- IV. Major Research Approaches
Historical, experimental, case study, survey. (Description of each; types of problems studied; kinds of data collected; major techniques and considerations.) Comparison of case study and survey approaches.
- V. Research Design and the Research Process
Major steps in the research process; what is involved in each. Hypothesis formulation; its value in research. Includes searching the literature.
- VI. Research Techniques
Questionnaire construction; interviewing; sampling and statistics-probability sampling, sampling procedures, measures of central tendency, introduction to more advanced techniques. Specialized research techniques - scaling, panel research, content analysis, the semantic differential, the citation study. (Description of technique; specifics of procedure, advantages and limitations of each; specialized vocabulary and concepts.)
- VII. Analysis and Interpretation of Data
Coding and tabulation of results. Analysis and presentation of numerical data. Summarizing; generalizing; suggesting implications. Use of the computer in social science research.
- VIII. Presentation of Results
- IX. Status of Research and Research Needs in the Library and Information Sciences
Including research utilization.

SCHOOL OF LIBRARY AND INFORMATION SERVICES
UNIVERSITY OF MARYLAND

L270 LIBRARY SERVICE TO THE "DISADVANTAGED" - Course Outline, Spring 1968

Instructor: Moses

This course should provide the student with a foundation of theory, principle and practical experience in relating the Public Library to the non-library-using community, particularly the so-called "disadvantaged." Through discussion of actual problems, reading of relevant background materials and requisite field work in the School's laboratory Library, the student will be prepared as a graduate librarian to meet with confidence and imagination the uncertain situations facing many of the nation's Public Libraries today.

Field work: Each student will be required to work at least four hours per week, usually between the hours of 4 and 8 p.m. at the High John Library, 6100 Lee Place, Fairmont Heights, Md. Transportation is available.

The course content will consist of:

- I. Backgrounds of poverty
- II. The Public Library and "the poverty problem"
 - A. Pre-1963
 - B. Currently
- III. Facets of Library Service to the public
 - A. Education
 - B. Demonstration
 - C. Promotion and Public Relations
 - D. Book Selection
 - E. Other media and their use
 - F. Goading and Probing
- IV. Library service to "unreached" publics
 - A. The Negro ghetto

In addition, outside lectures on relevant subjects, pertinent films and at least one field trip are planned. Students will also have the opportunity to participate in the design, development, operation and evaluation of aspects of the laboratory's program.

L270 LIBRARY SERVICE TO THE DISADVANTAGED - Spring.1968 - READING LIST

REQUIRED AND SUGGESTED READINGS (all on reserve in SLIS Library)

I. Backgrounds of the public library

- Suggested: "Library" article in World Book Encyclopedia
"Librarian" article in Occupational Outlook Handbook
Coplan and Castagna, THE LIBRARY REACHES OUT Z716.3.C6
Berelson, THE LIBRARY'S PUBLIC Z731.B4
Asheim, A FORUM IN THE PUBLIC LIBRARY INQUIRY Z731.A7
Marshall, AN AMERICAN LIBRARY HISTORY READER Z731.M3
Munthe, AMERICAN LIBRARIANSHIP FROM A EUROPEAN ANGLE
Z731.M95
A.L.A., PUBLIC LIBRARY SERVICE (Standards) Z731.A5264
A.L.A., STANDARDS FOR CHILDRENS SERVICE IN THE PUBLIC
LIBRARY Z718.1.P894

I.A. Backgrounds of poverty

- Read: Harrington, THE OTHER AMERICA
Selby, LAST EXIT TO BROOKLYN
Suggested: Graham, "The politics of poverty" in Seligman, Ben
POVERTY AS A PUBLIC ISSUE
Miller, "The dimensions of poverty" in Seligman
Sheppard, "The young who are poor" in Seligman
Sheppard, "Poverty and the Negro" in Seligman
McDonald, "Our invisible poor" in New Yorker, Jan. 19,
1963
Hentoff, OUR CHILDREN ARE DYING

II. The Public Library and the "poverty problem"

- Read: Levy, "Library service in the inner city." in Wilson
Library Bulletin, January 1967
Moses, "Revolution against poverty" in Top of the News,
November 1965
Moses, "Scouting the perimeter" in Maryland Libraries,
Summer 1966
Martin, BALTIMORE REACHES OUT; Library Service to the
Disadvantaged
LIBRARY SERVICE IN "QUEEN ELIZABETH" COUNTY (an early
interview with citizens of Fairmont Heights)

III. Facets of Library Service to the Public

A. Education

- Read: Neill, SUMMERHILL
Fader, HOOKED ON BOOKS

B. Other media and their use

- Read: Moses, "Just show the movies - never mind the books."
in ALA Bulletin, January 1965

IV. Library Service to "unreached" publics

A. The Negro

- Read: Brown, MANCHILD IN THE PROMISED LAND
Sheppard, "Poverty and the Negro" in Seligman

IV. Library Service to "unreached" publics (cont.)

A. The Negro (cont.)

Suggested: Liebow, TALLY'S CORNER
A NEW APPROACH TO EDUCATIONAL PREPARATION
FOR PUBLIC LIBRARY SERVICE (Proposal to
Office of Education for creation of High
John Project)
Griffin, BLACK LIKE ME
Malcom X, AUTOBIOGRAPHY...
Onstott, MANDINGO, et al

SUPPLEMENTAL READINGS - Available in SLIS Library

Becker, Joseph M. IN AID OF THE UNEMPLOYED
CONFERENCE ON POVERTY IN PLENTY
Cooley, Oscar W. PAYING MEN NOT TO WORK
CULTURALLY DISADVANTAGED: a KWOC index and bibliography
Ferman, Louis A. POVERTY IN AMERICA
Graybeal, David M. CAN'T WE ALL BE RICH?
Hermann, Mildred M. STUDY ACTION MANUAL ON AFFLUENCE AND POVERTY
Hirsch, Richard B. THERE SHALL BE NO POOR
Hunter, Robert POVERTY, SOCIAL CONSCIENCE IN THE PROGRESSIVE ERA
Isenberg, Irwin DRIVE AGAINST ILLITERACY
Keyserling, Leon H. PROGRESS OR POVERTY
Levitan, Sar A. FEDERAL AID TO DEPRESSED AREAS
Lumer, Hyman POVERTY: ITS ROOTS AND ITS FUTURE
Johnson, Byron L. NEED IS OUR NEIGHBOR
McCormack, Arthur CHRISTIAN RESPONSIBILITY AND WORLD POVERTY
Meissner, Hanna H. POVERTY IN THE AFFLUENT SOCIETY
Myrdal, Gunnar CHALLENGE TO AFFLUENCE
Nossiter, Bernard B. MYTH MAKERS: AN ESSAY ON POWER AND WEALTH
Ritz, Joseph P. DESPISED POOR; NEWBURGH'S WAR ON POVERTY
Rogers, Edward POVERTY ON A SMALL PLANET
Schlesinger, Benjamin POVERTY IN CANADA AND THE UNITED STATES
Seligman, Ben B. POVERTY AS A PUBLIC ISSUE
Sexton, Patricia SPANISH HARLEM
Shostak, Arthur B. NEW PERSPECTIVES ON POVERTY
Simon, Arthur R. FACES OF POVERTY
Stringfellow, William MY PEOPLE IS THE ENEMY
Struchen, Jeanette THIS IS THE PUZZLE OF POVERTY
Weisbrod, Burton A. ECONOMICS OF POVERTY: AN AMERICAN PARADOX
Will, Robert E. POVERTY IN AFFLUENCE
WEST VIRGINIA UNIVERSITY CONFERENCE ON POVERTY AMID AFFLUENCE

BOOKS ON ORDER for SLIS Library

Biddle, W. W. COMMUNITY DEVELOPMENT PROCESS
Budd, Edward INEQUALITY AND POVERTY
Conant, Ralph PUBLIC LIBRARY AND THE CITY (has arrived)
Dunne, George POVERTY IN PLENTY
Gordon, Margaret S. POVERTY IN AMERICA
Harrington, Michael ACCIDENTAL CENTURY
Hentoff, Hat OUR CHILDREN ARE DYING (profile of Elliot Shapiro)
Humphrey, Hubert WAR ON POVERTY
Krosney, H. BEYOND WELFARE: POVERTY IN THE SUPERCITY

L270 - READING LIST - 3

BOOKS ON ORDER for SLIS Library (cont.)

Lewis, Oscar LA VIDA
Liebow, Eliot TALLY'S CORNER
Malcom X, AUTOBIOGRAPHY...
Neill, A. S. SUMMERHILL
Selby, Hubert LAST EXIT TO BROOKLYN
Webb, E. J. UNOBTRUSIVE MEASUREMENTS

Articles about High John:

"Jottings from High John" in D. C. Libraries, Winter 1968
"High John" in Library Journal, January 15, 1968

Film to be used on March 5:

"Marked for Failure"

UNIVERSITY OF MARYLAND
SCHOOL OF LIBRARY AND INFORMATION SERVICES

L270 Library Service to the Disadvantaged - Course Outline - Fall 1968

Instructors: Reid and Moses

This course is an opportunity to discover and explore the public library and information services required by special populations. Emphasis is placed on needs of disadvantaged, underserved communities.

The student will deal at some length with the sociological and psychological aspects of poverty and with those geographic, ethnic and cultural groups which have a high incidence of poverty in their populations. A review of innovative efforts in other public services will provide insight into various approaches for meeting client needs, some understanding of the processes involved in modifying public service institutions and an awareness of the demands which national and local poverty programs place upon public libraries.

Translating these understandings into implications for public library and information services will be an exploratory experience. Discussions, field trips and observation at the University's Laboratory Library will relate theory and principles of library science to the service needs of various groups.

I. Introduction

- Overview of the SLIS poverty program
- Organization and conduct of L270
- Development of the High John Laboratory

II. Background, Trends and Unmet Needs in Providing Library and Information Services

- Traditional libraries and underserved communities
- Older and newer attempts to serve special client groups
- Implications for communication, information and public library activities

III. Library and Information Services for Special Populations, A: The Poor

- A sociological overview of poverty
- Psychological aspects of poverty
- Poverty, programs and social goals
- Implications for library and information services

- IV. Library and Information Services for Special Populations, B:
Ethnic and Cultural Minorities (emphasis on disadvantaged,
underserved communities)
- Negroes: a large disadvantaged minority
 - Spanish speaking minorities
 - Minorities, public services and social goals
 - Implications for library and information services
- V. A Consideration of Other Special Populations (to be developed
along special interests of students)
- Geographic enclaves, e.g., The Appalachian Poor; American
Indians
 - New careers and special user groups
 - Protest and advocacy groups
 - Other subgroups: pre-school children, "problem youth,"
older citizens, persons with unusual talents
- VI. Evaluation of Public Library and Information Services for the
Disadvantaged
- Objectives of library and information services for
disadvantaged populations
 - Development of evaluation criteria
 - Definition and development of relevant data

SCHOOL OF LIBRARY AND INFORMATION SERVICES
UNIVERSITY OF MARYLAND

L270 Library Service to the Disadvantaged

Spring, 1969

Instructor: Reid

This course is an opportunity to discover and explore the public library and information services required by special populations. Emphasis is placed on needs of disadvantaged, non-using communities.

The student will deal at some length with the sociological and psychological aspects of discrimination, alienation and poverty. A review of innovative efforts in other public services will provide insight into various approaches for meeting client needs, some understanding of the processes involved in modifying public service institutions and an awareness of the demands placed upon public libraries by programs of social intervention.

Translating these understandings into implications for public library and information services will be an exploratory experience in which students will play an important and active role. Discussions, field trips and observation at the University's Laboratory Library will relate theory and principles of library science to the service needs of various groups.

Early in the course each student will select a project requiring a substantial level of effort in research or program implementation. Students will present to class periodic progress reports.

L270 LIBRARY SERVICES FOR THE DISADVANTAGED

I Introduction

Overview of the LIS poverty program

Organization and conduct of L270

Development of the High John Laboratory

II Background, Trends and Unmet Needs in Providing Library and Information Services

Traditional libraries and non-using communities

The public as a changing matrix of interacting populations;

Implications for communication, information and public library activities

III Library and Information Services for Special Populations A: The Poor

A sociological overview of poverty

Psychological aspects of poverty

Poverty, programs and social goals

Implications for library and information services

IV Library and Information Services for Special Populations B: Ethnic and Cultural Minorities Emphasis on disadvantaged, non-using communities

Negroes: a large disadvantaged minority

Mexican-Americans and other disadvantaged minorities

Minorities, public services and social goals

Implications for library and information services

V A Consideration of Other Special Populations (To be developed)

Geographic enclaves e.g. The Appalachian poor

New careers and special user groups

Protest and advocacy groups

Other subgroups: pre-school children, older citizens, persons with unusual talents

VI Evaluation of Public Library and Information Services for the Disadvantaged

Objectives of library and information services for disadvantaged populations

Development of evaluation criteria

Definition and development of relevant data

References on Culture

Arensberg, Conrad, and Niehoff, Arthur. INTRODUCING SOCIAL CHANGE: A MANUAL FOR AMERICANS OVERSEAS. Chicago: Aldine, 1967. Chapter 2, "The Concept of Culture."

Asch, Scholem. SOCIAL PSYCHOLOGY. New York: Prentice-Hall, 1952. Chapter 13, "The Fact of Culture and the Problem of Relativism."

Frazier, E. Franklin. BLACK BOURGEOISIE: THE RISE OF A NEW MIDDLE CLASS IN THE UNITED STATES. Glencoe, Illinois: Free Press, 1957.

Hall, Edward T. THE SILENT LANGUAGE. Garden City, N.Y.: Doubleday, 1959.

Havighurst, Robert J. and Neugarten, Bernice L. SOCIETY AND EDUCATION. Boston: Allyn and Bacon, 1967. Chapter I "Social Structure in America" Chapter 2 "Mobility in the Social Structure."

Kluckhohn, Clyde. MIRROR FOR MAN. New York: McGraw-Hill, 1949. Chapter 1 "The Concept of Culture." Chapter 9 "An Anthropologist Looks at the United States."

Kroeber, Alfred L. ANTHOPOLOGY: CULTURE PATTERNS AND PROCESSES. New York: Harcourt, Brace World, 1963.

Linton, Ralph. THE CULTURAL BACKGROUND PERSONALITY. New York: Appleton Century Crofts, 1945.

Potter, David. PEOPLE OF PLENTY: ECONOMIC ABUNDANCE AND THE AMERICAN CHARACTER. Chicago: University of Chicago, 1958.

Whyte, William H. Jr. THE ORGANIZATION MAN. New York: Simon and Schuster, 1956. Part 7 "The New Suburbia."

Williams, Robin. AMERICAN SOCIETY: A SOCIOLOGICAL INTERPRETATION. New York: Knopf, 1961.

SELECTED READING LIST
on Urban Communities

1. Abrams, Charles.
The City is the Frontier
New York, Harper and Row,
1965. 394 p.
2. Banfield, Edward C. &
Wilson, James Q.
City Politics
Random House, Inc.
3. Beyer, Glenn H.
Housing and Society.
New York, MacMillan,
1965. 595 p.
4. Bollens, John C.
The Metropolis: Its
People, Politics, and
Economic Life. New York,
Harper and Row, 1965. 643 p.
5. Branch, Melville C.
Planning: Aspects and Appli-
cations. New York, John Wiley
& Sons, 1966. 333 p.
6. Caplovitz, David
The Poor Pay More: Consumer
Practices of Low Income Families.
New York, Free Press, 1963. 220 p.
7. Chandler, Bobby J., and others.
Education in Urban Society.
New York, Dodd, Mead and Co.,
1962. 279 p.
8. Chermayeff, Serge
Community and Privacy, Toward
a New Architecture of Humanism.
Garden City, N.Y., Doubleday,
1963. 236 p.
9. Clark, Kenneth B.
The Dark Ghetto; Dilemmas of
Social Power. New York, Harper &
Row, 1965. 251 p.
10. Clinard, Marshall B.
Slums and Community Development;
Experiments in Self-help.
New York, MacMillan Co., 1966.
395 p.
11. Coleman, James S.
Equality of Educational Oppor-
tunity. Washington, U.S.
Department of Health, Education,
and Welfare, Government Printing
Office, 1966. 737 p.
12. Connery, Robert H. and R.H. Leach
The Federal Government and
Metropolitan Areas. Cambridge,
Mass., Harvard University Press,
1960. 275 p.
13. Cox, Harvey
The Secular City; Secularization
and Urbanization in Theological
Perspective. New York, MacMillan
Co., 1965.
14. Dahl, Robert A.
Who Governs? New Haven, Conn.,
Yale University Press, 1961,
1961. 955 p.
15. Dentler, Robert et al, eds.
Urban R's: Race Relations as the
Problem in Urban Education.
Praeger.
16. Dobriner, William Mann.
Class in Suburbia. Englewood
Cliffs, N.J., Prentice Hall, 1963.
166 p.
17. Doxiadis, Constantinos A.
The New World of Urban Man.
Philadelphia, United Church Press
1965. 127 p.
18. Duhl, Leonard J., ed.
The Urban Condition: People and
Policy in the Metropolis. New
York, Basic Books, 1963. 410 p.
19. Etzioni, Amatai
The Active Society: A Theory of
Societal and Political Processes.
New York, Free Press, 1968.
20. Fish, John and others.
The Edge of the Ghetto: a Study
of Church Involvement in the Com-
munity Organization. Chicago,
University of Chicago, Divinity
School. 1967 (?) p.

21. Gans, Herbert J.
The Urban Villagers; group and Class in the Life of Italian-Americans. New York, Free Press 1962. 367 p.
22. Goodman, Paul
Community: Means of Livelihood and Ways of Life. New York Vintage Books, 1960.
23. Gottman, Jean.
Megalopolis, the Urbanized Northeastern Seaboard of the United States. New York, Twentieth Century Fund, 1961. 810 p.
24. Glazer, Nathan
Beyond the Melting Pot; the Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City. Cambridge, Mass., M.I.T. Press, and Harvard University Press, 1963. 360 p.
25. Hadden, Jeffrey K.
American Cities: Their Social Characteristics. Chicago, Rand McNally, 1965. 193 p.
26. Hall, Peter Geoffrey
The World Cities. New York McGraw-Hill, 1966. 256 p.
27. Hunter, David R.
The Slums; Challenge and Response New York, Free Press, 1964. 294 p.
28. Klotsche, J. Martin
The Urban University and the Future of Our Cities. New York, Harper and Row, 1966. 149 p.
29. Love, Jeanne R.
Cities in a Race with Time: Progress & Poverty in America's Renewing Cities. Random House, Inc.
30. Martin, Lowell A.
Library Response to Urban Change ALA, 1969.
31. Sexton, Patricia Cayo
Spanish Harlem; an Anatomy of Poverty. New York, Harper and Row, 1965. 208 p.
32. Wallace, Samuel E.
Skid Row as a Way of Life. Harper & Row.
33. Weaver, Robert C.
Urban Complex: Essays on Urban Life and Human Values. New York, Doubleday, 1964. 197 p.
34. Williams, Robin M., Jr.
Strangers Next Door; Ethnic Relations in American Communities Englewood Cliffs, N.J. Prentice Hall, 1964. 434 p.
35. Wood, Robert
Suburbia, Its People and Their Politics. Boston, Houghton, Mifflin, 1958. 340 p.
36. Wright, Nathan, Jr.
Black Power & Urban Unrest: The Creative Possibilities. Hawthorne Books, Inc.

Instructor: Reid

The course is conducted in the following way. There are readings, class discussions, individual and panel presentations, films and guests which the entire group shares. Changing the course each semester to reflect class composition and interests, the common experiences are organized in the following way but not necessarily in this order:

I Introduction

Objectives

Organization and conduct of the course

Review of the Maryland program relating to service to disadvantaged groups

II Library and Information Services to the General Public

Background, trends unmet needs

Traditional libraries and non-using communities

The public: a constantly changing mix

III The Economically Poor and Marginal Groups

Some sociological considerations: distribution of poverty; discrimination and poverty; effects on social life

Psychological aspects of deprivation

National and local programs of social welfare

The importance of information

Information services

IV Special Informational and Educational Services for Ethnic and Cultural Minorities

Institutional racism: an obstruction to service

Prejudice and the profession: where it is and how to deal with it

The problems faced by the Blacks, Puerto Ricans, Mexican-Americans American Indians

V Library and Information Services for Other Special Groups

Geographic enclaves e.g. the Appalachian poor

New careers and new occupations in human services and community organization

Protest and advocacy groups

VI Initiation and Evaluation of Programs

Affecting policy and allocation of resources

Evaluation of service: evidence, criteria

Through field projects students apply their professional competence in working with a small client group, designing and implementing some part of an information service.

REQUIRED READING

CLIENTS AND THE SOCIAL CONTEXT

HEW, TOWARD A SOCIAL REPORT, GPO, Washington, January, 1969

Frazier, E. Franklin. BLACK BOURGEOISIE.

Gans, Herbert J. THE URBAN VILLAGERS. New York, Macmillan PB, 1962.

Suttles, Gerald D. THE SOCIAL ORDER OF THE SLUM. Chicago, U. of Chicago, 1968.

Lebow, Elliot. TALLY'S CORNER. Boston, Little, Brown, 1967.

THE PROFESSION, ITS MISSION AND ITS ADAPTATIONS

Fader, Daniel N. and Elton B. McNeil. HOOKED ON BOOKS: PROGRAM AND PROFF.
New York, Berkeley Medalion, 1968.

NEIGHBORHOOD LIBRARY CENTERS AND SERVICES, A Study by the National Book
Committee for the Office of Economic Opportunity.

ALA BULLETIN. "Library Services for the Nation's Needs," Report of the
National Advisory Commission on Libraries, January, 1969.

Ten articles chosen from professional journals. See Carla J. Stoffle, PUBLIC
LIBRARY SERVICE TO THE DISADVANTAGED: A COMPREHENSIVE ANNOTATED
BIBLIOGRAPHY (Verticle File).

Hand in note cards on:

October 7
November 4
December 2
January 6

UNIVERSITY OF MARYLAND
SCHOOL OF LIBRARY AND INFORMATION SERVICES

L270 Library and Information Services - Course Outline - Spring, 1970
to the Disadvantaged

Instructors: Reid and Moses

- A. There are readings, class discussions, individual and panel presentations, films and guests which the entire group shares. The common experiences are organized in the following way but not necessarily in this order.

I. Introduction

Objectives

Organization and conduct of the course

Review of the Maryland program relating to service to disadvantaged groups

II. Library and Information Services to the General Public

Background, trends, unmet needs

Traditional libraries and underserved communities

The public: a constantly changing mix

III. The Economically Poor and Marginal Groups

Some sociological considerations: distribution of poverty; discrimination and poverty; effects on social life

Psychological aspects of deprivation

National and local programs of social welfare

The importance of information

Information services

IV. Special Informational and Educational Services for Ethnic and Cultural Minorities

Institutional racism: an obstruction to service

Prejudice and the profession: where it is and how to deal with it

The problems faced by the Blacks, Puerto Ricans, Mexican-Americans and American Indians

V. Library and Information Services for Other Special Groups

Geographic enclaves, e.g., the Appalachian poor

New careers and new occupations in human services and community organization

Protest and advocacy groups

VI. Initiation and Evaluation of Programs

Influencing service policy and allocation of resources
Evaluation of service: evidence, criteria

- B. Through field projects students apply their professional competence and special insights gained here in working with a small client group, designing and implementing some part of an information service.

BOOK RESOURCES

Historical and Contemporary Overview of Libraries and Librarianship

- Berelson, Bernard, The Library's Public, New York: Columbia University Press, 1949.
- Blank, Blanche et al, New York City Libraries, New York: Urban Research Center, Hunter College, 1968.
- Bundy, Mary Lee, "Factors Influencing Public Library Use," Wilson Library Bulletin, 1967.
- Bundy, Mary Lee and Ruth Aronson, editors, Social and Political Aspects of Librarianship, Albany: State University of New York at Albany, 1965.
- Change Frontiers: Implications for Librarianship. Proceedings of a Conference held at the University of Maryland, August, 1969, New York: Greenwood Press (in preparation).
- Conant, Ralph, editor, The Public Library and the City, Cambridge: M.I.T. Press, 1963.
- Ditzion, Sidney, Arsenals of a Democratic Culture, Chicago: American Library Association, 1947.
- Fiske, Marjorie, Book Selection and Censorship, Berkeley: University of California Press, 1959.
- Garceau, Oliver, The Public Library in the Political Process, New York: Columbia University Press, 1948.
- Johnson, Alvin, The Public Library: A People's University, New York: American Association for Adult Education, 1938.
- Kahn, Alfred, Neighborhood Information Centers, New York: Columbia University 1966.
- Learned, William S., The American Public Library and the Diffusion of Knowledge, New York: Harcourt Brace, 1924.
- Leigh, Robert, The Public Library in the United States, New York: Columbia University Press, 1950.
- Licklider, J.C.R., Libraries of the Future, Cambridge: M.I.T. Press, 1965.
- Martin, Lowell, The Public Library and Urban Change, Chicago: American Library Association, 1969.
- Monat, William, The Public Library and Its Community, A Study of the Impact of Library Services in Five Pennsylvania Cities, University Park: Institute of Public Administration, Pennsylvania State University, 1967.

Banfield, Edward and James Wilson, City Politics, Cambridge: Harvard University Press, 1963.

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APPENDIX B

Schedule of Study Session:
The Informational, Educational and Social Responsibilities
of Urban Library and Information Centers

THE INFORMATIONAL, EDUCATIONAL AND SOCIAL RESPONSIBILITIES
OF URBAN LIBRARY AND INFORMATION CENTERS

A Study Session

December 5 & 6, 1969
Terrapin Room, Dining Hall 1

Sponsored by Class L270: Library Services to the Disadvantaged
UNIVERSITY OF MARYLAND
School of Library and Information Services

FRIDAY, DECEMBER 5

9:00 - 9:15 Introductory Remarks

Annie T. Reid, Director of Education Program: Library
Services to Disadvantaged Communities, School of Library
and Information Services, University of Maryland

9:15 - 12:00 Urban Library and Information Services: A Vital Component of
Community Action and Community Development

Major Owens, Commissioner, Community Development Agency of
the Human Resources Administration, New York City

Response Panel

Jean Phoenix, Librarian - D.C. Public Library, SLIS student
Joan Schrader, Librarian - Federal Government, SLIS student
Louis Wilson, Supervisor Institutional Libraries, Maryland
State Library Services

12:00 - 1:00 Lunch

1:00 - 3:30 Language Development Among the Disadvantaged with Implications for
Library and Information Services

Adele Fasick, School of Library Science, Case Western Reserve
University, Cleveland, Ohio

Response Panel

Sam Cornish of Project Chicory
Monterea Hightower, New Haven Library

Resource: Dr. Bruce W. Brigham

3:30 - 3:45 Coffee

Creative Uses of Media in Information Dissemination, Education
and Recreation

4:00 - 6:00 Richard Moses, Northern Interrelated Library System, Rhode Island;
formerly Director High John Library Laboratory

Response Panel
Wayne Jackl
Joyce Pelletier
Arthur Wade

Resources
William Miles, Director of Project LEAP, Buffalo and Erie
County Public Library

Donald Roberts, University of Buffalo Library School; formerly
Federal Projects Librarian, Venice Branch Los Angeles Public
Library

6:00 - 8:00 Dinner

8:00 - 10:00 More!
Donald Roberts
William Miles

(place to be announced)

SATURDAY, DECEMBER 6

9:00 - 12:00 The Realities of Poverty: This Profession Is Relevant

Frieda Greer, Department of Sociology, Wilson College,
Chambersburg, Pennsylvania

Response Panel
Robertta Shaw, Brownsville Community, New York City
Ginny Lee Kerr, WCEP, Cincinnati, Ohio
Ada Hinds, Director Gateway Project, Muncie, Indiana

Comments
Elliot Liebow, Mental Health Study Center, National Institute
of Mental Health, Author of Tally's Corner

12:00 - 12:30 Box Lunch

12:30 - 2:30 Personal Responsibility for Change or Stop Making Institutional Excuses

Ellis Hodgin, Martinsville, Virginia

James Welbourne, School of Library and Information Services,
University of Maryland

2:30 - 4:30 So what? For the profession? For library education?

Panelists

Carla Alexander
Ruth Ann Edwards
Albert LaRose

4:30 - 5:00 Synthesis

Andrew Armitage, University of Pittsburgh, School of Library
Services

December 11 -- Class session 1:00 - 2:30 Let's Get Up to the Specifics for Maryland library and information services. H. Thomas Walker, Supervisor of Public Libraries, Maryland State Department of Education.

APPENDIX C

List of Student Participants

Student Participants
 listed under semester in which they took the new course
Library Services to the Disadvantaged
 School of Library and Information Services, University of Maryland

Fall 1967

*Darling, Persis
 *Ecelbarger, Kay
 Hughes, Mary
 *Huston, Tim
 Lawrence, Elizabeth W.
 *Lazowska, Gene
 Levi, Dennis L.
 Nelson, Alice
 Resnick, Vita
 Simmons, Debra
 Solomon, Fern
 *Taft, Nancy
 *Vajdic, Ruth Ann

Spring 1968

Brooks, Janet
 Crawford, Mary
 Davis, Jean
 Faber, Roberta
 Jagusch, Sybille
 McCray, Maceo
 Miller, Mary
 Sharp, Sally
 Strouse, Nancy

Fall 1968

Abolin, Elizabeth
 *Bradley, Lynne
 Driss, Susanne
 *Hightower, Monteria
 *Kennedy, Anne
 Kinzer, Kathryn
 Knasiak, Theresa
 LaRose, Albert
 Moeban, Betty
 Mielke, Laurie
 Prescott, Joan

Spring 1969

*Alexander, Carla
 Arnesen, Alexandra
 Bean, Shirley
 Clift, Merrily
 Dearborn, Josephine
 Heinlein, Alan
 Makaravitz, Judith
 Penzo, Alice
 Roach, Linda
 Rosche, Marie
 Rowe, Helen
 Schreiber, Mary
 Smith, Mary
 Thrasher, Margaret W.
 Watson, Priscilla
 Welbourne, James

Fall 1969

Abdul-Baki, Justine
 Ames, Carolyn C.
 Berry, Ruth
 Breen, Margaret P.
 Edwards, Ruth Ann
 Gallihue, Alan E.
 Glover, Alma C.
 Jackl, Wayne
 Lennix, Katharine
 Little, Thelma
 Felletier, Joan E.
 Phoenix, Jean T.
 *Sprinkle, Mary D.
 Taherzadeh, Roberta
 Taylor, Leona
 Wade, Arthur E. Jr.

Spring 1970

Blakeney, Sherry L.
 Comly, Mary B.
 Driscoll, Janice
 Grannison, Sadre G.
 Hobart, Judy
 Pettis, Brenda
 Sams, Judith Ann
 Smith, Charleton B. Jr.
 Stevens, Sarah L.
 Tonkin, Patricia
 Whitefield, Mary W.
 Wolfe, Mary Beth
 Young, Janice M.

*Graduate or Student Assistant at some time during 3-year period

APPENDIX D

Nine Student Project Reports

(in alphabetical order, by author)

CREATING A LINK BETWEEN ADULT LITERACY
AND THE TONNSVILLE PUBLIC LIBRARY

Josephine M. Dearborn

School of Library and Information Services
University of Maryland
College Park, Maryland

May 1969

Student report on field work in L270,
Library Service to the Disadvantaged

Background

The primary factor of disadvantagedness of the group I am working with is lack of formal education. This fact presupposes many other forms of disadvantagedness such as poor jobs, low income, poor housing, prejudice for those who are black, hopelessness as a result of the preceding, a feeling of shame and embarrassment because of their inability to read and write, and an inability to compete with the rest of the world as a result of their handicaps.

These people need to learn to read and write well enough to be in fair competition with the rest of society. They need to develop a sense of pride in themselves and their abilities. They need to learn that information which will be useful and interesting is available to them; that they need not be isolated and shut out because of their lack of formal education, and that, through learning, better jobs, income, and housing can be achieved.

They are being taught both in classes and by tutors. The beginners start with tutors and proceed to class instruction as soon as they are capable of keeping up with the class. The tutors are in most cases volunteers who have studied the Laubach method; whereas, the teachers are all paid by the Board of Education of Alexandria.

The teachers need to know what the goals of the individual students are. They must know what motivates the students to come to school, how far they aspire to go, and what the possibilities are of their attaining these goals. They need to know the people and their background.

The clients need to know what they can gain by persevering in their education. They need to see results for their efforts. They will not continue to attend classes if they feel their time is being wasted.

The greatest strength of the clients is their keen desire to learn, and thereby participate more fully in the world. It is evident that they are very anxious to be included. This comes in their responses--they are eager to contribute any knowledge that they have--to state that they have been someplace if a familiar city or location is mentioned. They want to compete and have their share of the good things in life.

There is a great psycho-social distance between one of the teachers in particular, and the students. Although he appears to have a good relationship with the students--informal, friendly, chatty--his manner is that of speaking to a child. The students accept this without any apparent resentment, as though they have been accustomed to it. By being informal he appears to bridge the gap between teacher and student, but it is hard to know what he is really thinking, and the students never are on the same level with him. This attitude is of course transferred to me, as one on a higher educational level than that of the students. The very problem of vocabulary is tremendous--I am accustomed to using words which are totally unfamiliar to them. Many of the class are

black and they are in the habit of treating a white person deferentially. Some of them appeared self-conscious to read out loud in front of me, and were very anxious to do a good job as though to make a favorable impression upon me. Several of them seemed to appreciate the interest I took in their efforts, and wanted to "be friends," sharing their personal experiences with me.

My relationship, as a librarian, can be quite different from that between the teacher and students. What I have to offer is something like an additional bonus to their learning--to show them how they can find out things for themselves, to help them develop a pride and pleasure in their own abilities, that they need not be dependent on a teacher-student relationship to learn everything. I feel in order to do this I must become personally acquainted with each student so that I may know just what his or her needs and interests are.

My object is to design an Adult Basic Education Library Orientation Program which would help the students overcome their fear of libraries, and show them that libraries are for them too. In doing this I want to introduce them to books that would be useful and of interest to them. I must become better acquainted with the students in order to know where their personal interests lie. The first thing is to give the students a general idea as to how libraries work, the card catalog, etc., but more important than that is to impress upon them that there are people in libraries who are willing to help them find what they need, so that they do not have to feel lost and helpless in a library.

Report

Working on this project has given me great personal satisfaction, as well as many discouraging moments. The satisfaction has come from the students themselves. They are real people. The discouragements have come from the library, where people are acting out their roles as librarians.

Six years ago, as the program chairman of the women's organization of my church, I invited someone to come and talk to us about literacy and the Laubach method of teaching illiterates to read. Out of this discussion developed the first class in Townsville on the "one to one" method of teaching reading. Over sixty people attended, including half a dozen teachers from the Townsville public schools. The people who attended this class became tutors and were assigned to pupils. The program enlarged with more classes preparing more tutors to meet the needs of some 8,000 illiterates in the city of Townsville. The tutors were successful with their pupils but after they had reached a certain level with them there was no place to go, until three years later, in 1966, when an Adult Literacy Program was started by the Board of Education, using federal funds under the Adult Literacy Act. Thus it was with a great interest that I attended my first classes in the Adult Basic Education Program, knowing the history of its tenuous beginning.

My purpose in attending these classes was to see how libraries and in particular a librarian, myself, could be of help to the students. The first task as I saw it was to get acquainted with the students and find out what motivated them in attending classes. There was great variety among the students, both black and white and ranging in age from their twenties to those who were in their sixties. The younger they were the more the students were motivated by a desire to get ahead in the world. They wanted the skills that would enable them to advance in their job. The older students seemed to rely more on personal satisfaction, such as the ability to read the Bible, to read newspapers and to read for pleasure.

To my delighted surprise, when they learned that I was a librarian they asked if I would show them how to find a book in a library. So it was arranged that the library in the high school, where the classes were held, be opened on a Monday evening and the first 30 minutes of class-time were to be taken up by me showing them how to use the library. Since this library was not regularly open for their use, nor were the books available for them to take out, I concentrated mainly on the use of the card catalog. After the session was over I felt I had been a dismal failure. Being eager not to talk down to the students, I felt afterwards that I had not used simple enough language. I spoke of the alphabetical arrangement of the catalog and demonstrated finding a book by looking up a subject, selecting a title, and by using the call number locating the book. I learned later that I was mistaken about thinking I had talked over their heads because on the following Saturday one of the teachers went with a student to the public library and she reported to me that the student said, as she bounded up to the catalog, "Now, Mrs. Dearborn said to do thus and so," and they succeeded in locating a book to her taste. Because the student was on about a fifth grade reading level the teacher had steered her into the juvenile section where they had selected a biography. The occasion nearly turned into a disaster when unthinkingly they tried to check the book out at the main desk and were told in a loud, coarse voice that this was a juvenile book and must be checked out in the children's section. The student was embarrassed but the teacher covered up for her as best she could, saying of course they should have gone to the desk nearest the shelf where the book had come from. The one bright spot of the day was when the student, a Negro woman in her fifties who cares for two foster children, discovered that they show movies on Saturday mornings and said, "Next time, I'm not going to leave my boys at home alone. I'm going to bring them and plunk them right in there, and then I can have more time to look at the books."

Out of the first session that I had spent with the classes at the high school library grew a request from the students to go back again and learn how to use encyclopedias. So a month later the library was opened again and the students were divided into small groups and the teachers and I assisted them in looking up topics of interest. Most requests were for looking up biographical material on famous Negroes.

The high school has two excellent sets on this material, The Negro Heritage Library, published by Educational Heritage, Inc., Ionus, 1964; and International Library of Negro Life and History, Publishers Co., Inc., N. Y., 1967.

One student, a Negro woman in her thirties, mother of two children, was completely captivated by the books and said, "I would go into debt to have these books." I promised her I would find out the price (and they are about \$15.00 a volume), and I helped her copy down the address so that she could write to find out where they are for sale.

I introduced the teachers to some excellent new material on teaching, Reference Skills, put out by the Continental Press. It is a series of instruction, practice work and tests on how to find information, making use of encyclopedias, indexes and the library. It is fairly costly material, around \$115.00 for three kits containing 59 lessons, but the teachers were so enthusiastic about it that they plan to use it in the fall semester.

In all my contacts and work with the teachers and director of the Adult Basic Education Program I received nothing but enthusiasm and cooperation, but my experience in contacting the Townsville Public Library was quite a different story. I had checked the material that the library has purchased specifically for adult beginning readers on my own before consulting any of the libraries. They have two shelves set aside in rather an inaccessible location beside an information desk. This desk is centrally located and I believe the books were put there with the idea that the persons using them might need help, but it would be a completely uncomfortable situation for browsing, since you have to step behind the information desk to see the books. The major part of the collection was made up of about fifty of the Reader's Digest Series written for easy reading. These are really good but they have a big drawback. They are not indexed and to find any particular subject means simply looking through every book. Then they have about twenty books, primarily biography, taken from the Juvenile and Young Adult Sections which have been given a "Laubach" classification, supposedly to take away from the stigma of being children's books, but because they retain "J" as a call number they must be checked out at the children's desk which completely defeats the purpose of giving them a fancier classification. Finally they have about a dozen books in the Holt, Rinehart Series for Adult Literacy.

After looking the situation over I talked to a part-time reference librarian who sits at the information desk. She is a professional librarian, but was kept busy filing cards the whole time she was talking with me. She said she had been responsible for getting what books they had and was very interested in helping these people. The only trouble was, she said that the books weren't used and she couldn't get any more orders through unless she could show some use of the books. She also showed me a vertical file she had made up of pamphlets, Know Your Rights, Making the Most of Your Money, My Country, etc., virtually the same

material that the Adult Basic Education Center supplies to its students. She said they had given tours of the library to adult education classes but she felt they had been pointless since such people really needed individual attention. From my experience, I could agree with her on this point.

Since the Adult Literacy Office had in its supply room an extensive collection of the Reader's Digest, Easy Reading Series, which I could freely take and distribute among the students, I returned these and selected those which I thought would be of interest to specific students. I took these to the next class meeting, let the students choose what they wanted, and signed them out just as library books. About half the class took books.

Having established the fact that the students were interested in libraries, it was now time to find out if the libraries were interested in these students. I called to make an appointment with the head librarian at the Public Library, and found her very busy. I explained that I was a library student and would like to talk to her about a project I was working on. She wanted to know what the project was, and when I told her service to the disadvantaged her schedule seemed to become even busier. She finally agreed to see me a week later. When the day of the appointment arrived, I was dismayed to learn that she wasn't even in the library. I was told to wait while someone contacted her. Shortly, one of the clerks approached me, said the librarian was in a meeting and would I please talk with the Reference Librarian. I had had experience with her before--and I knew before talking to her how little interest she would have in my students. Nevertheless, we sat down together and she was just dripping with charm, "So you're studying Library Science--how nice." When I mentioned service to the disadvantaged she said, "I don't like the word 'disadvantaged.' I'm disadvantaged myself, I can't sing." She said they had had no requests from Adult Basic Education, and that it was a "two-way street." The library was there and would be glad to do what it could, but they never had any of the students from Adult Basic Education come in. Her whole attitude was plainly that the library would not seek out clients. Clients would have to make use of what the library had to offer.

Feeling somewhat discouraged, I spoke to my friend, the part-time reference librarian, who concurred that the "two-way street" was more like a dead end. She told me that the person I really should see was the retired head librarian, who was now still active and was very sympathetic to the problems of the undereducated. My friend said she wouldn't dare go outside channels to see her.

For me, at this particular time, the solution to getting the students into the library was to make appointments to meet them there. I arranged to meet them on two Saturday mornings. The turn-out was small indeed--two the one Saturday, and one the following--but the pleasure and satisfaction these students got out of selecting their own books and checking them out at the desk with their own cards was quite

sufficient to make the effort worthwhile. The students who came were older women whose interests were reading for personal pleasure or hobbies. They were particularly attracted to a shelf of large-print books. These are complete, unabridged editions of many popular works of fiction. They are put out by Ulverscroft, Leicester, England and Franklin Watts, Inc.

I have not designed a specific Library Orientation Program, but I have worked with individuals, and I have seen their desire to learn. As a result of my work with these classes there is a plan to institute a "reading corner" in the new Adult Basic Education Center which has been opened on a regular, daily 9:00 a.m. to 9:00 p.m. basis. I hope to be instrumental in the selection of material for this minuscule library. In talking with a member of the State Board of Education, I learned that although funds are not available directly for library use, the money that is available for materials for Adult Basic Education could be used to set up such a library. He was very enthusiastic about the idea and said there even could be money for an aide to work on the project.

From where I stand at the present time this seems to be the best approach to library service for the Adult Literacy classes in Townsville. The convenience of the library being where the classes are held would be an incentive to the students, and through basic orientation here they could learn how to use a library, and have less fear of a larger institution. What is needed is a liaison between this smaller organization and the main public library. I think some such arrangement could be worked out through the interest of the retired librarian mentioned.

What I might dream up for this group would be some sort of book club meeting at the public library. I suggest this because one of the dominant needs of the students I worked with is social. Part of the reason they attend classes is to meet people and make friends. I think to meet regularly, to read books and discuss them together would give these people a sense of self-esteem and participation in a larger world. It would give them an opportunity to express themselves and to feel that they belonged.

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PRESCHOOL AWARENESS HOUR

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Student paper for L270,
Library Service to the Disadvantaged

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PRESCHOOL AWARENESS HOUR

I. INTRODUCTION

Because experiences in early childhood have a great impact on an individual's later development, experiences at this time of life are of vital importance. Therefore, one of the main reasons for a child to become involved in a preschool program is to meet the needs for creative activities and enriching experiences.

A program of this nature should be planned to promote maximum participation in both group and individual activities, and should be based on an understanding of children's needs, interests and stages of physical and emotional development. Although children's individual needs will vary, their basic qualities and potentials are similar regardless of the family's level of income.

The library's role is to supplement the efforts of other agencies, such as schools, which seeks to meet the needs of children and to duplicate these services when necessary. The library's role for the total community is to offer a more expanded service in the form of information and any other services not easily accessible to the community in any other way they can. We are concerned here with the children ages three to five.

Program Objectives

A child's personality can be shaped and structured in different ways, depending on the interaction of the forces and pressures in his life. Children growing up in depressed areas and deprived surroundings suffer from total growth failure in all areas of their development. They know only that which they have already experienced. At the preschool age, experiences have not only been limited by time, but by the limited portion of time spent outside the home.

The objectives of the Preschool Awareness Hour were designed to expand the experiences of children in the Fairmount Heights community. Specifically, it attempts to:

1. introduce the children to an environment more conducive to learning and development than exist in the home environment.
2. introduce the children to a new language and encouraging mastery of the language by repetition and actually handling objects.
3. introduce the child to experiences that would stimulate their minds.
4. increase the children's verbal skills.
5. involve parents in library activities for children.
6. discourage the notion that children from disadvantaged homes cannot learn.

The Approach

From the inception of the High John Project, it attempted to reach the children of the community. The main object of the whole program was aimed to offer a meaningful type of service to a community composed of deprived and depressed people, to bring them access to information through books and other media which they had not had before.

Most of the emphasis has been placed on the children because of an impatient attitude on the part of the staff toward trying to cope with adults. No definite guidelines have or ever will explain how to reach certain people. This is true because of great individual differences in people and the many differences in situations. Because of this lack of patience on the part of the first staff of the library, the adults were more or less ostracized and the efforts of the library were directed toward the children.

Out of the course "Library Services to the Disadvantaged" at the University of Maryland came the idea for a preschool awareness hour for the children ages three to five of the community. There are other programs in the community such as Headstart and Day care centers, but for some reason they do not reach all of the children of the community. There are certain requirements for the children to be eligible and some basic rules that the parents have to abide by. Because of the great need, the few services that are available are already overcrowded before many families know about them. There are a great number of children who are not being reached at all. The Preschool Awareness Hour attempts to reach some of the children who are getting nothing at all.

From the beginning, posters were made and placed in the churches and other public places in the community, such as barber shops, beauty shops, grocery stores, doctors offices, etc. When an opportunity presented itself, the parents were talked to directly. While driving around in the community wherever a small child was seen, an attempt was made to talk with the adult of the house. At first usually one excuse or the other was made to prevent the child or children from becoming involved. Mrs. Parker, the Community Coordinator for High John, also talked with parents and told them about the program. We finally gathered five children and after two weeks two more children came.

It is my belief that the parents were afraid that there were requirements that they would not be able to meet. They may have been afraid that they would have to pay for the service. It is also possible that they had been rejected so often that they were not about to be disappointed again. The group grew to nine and then eleven. By Christmas there were twelve children being picked up on a regular basis. As the High John bus was seen going to the same homes about the same time on the same day of every week, other parents began to ask permission to have their children join the group. I feel that the consistency of the program was my best advertisement. I not only went to the homes and drove the children to the library, I would usually take the long way back. My idea was simply to take the children for a ride in the community. As I think back now, as the bus was seen with the children aboard, this may have been an incentive for other parents and children. When we would see other children playing we would stop and talk with them. And as we, the children and I, would drive away the other children would stand and stare wishfully and wave for as long as they could see the bus.

More parents began to call in. No child was ever refused. If I talked to them myself I tried always to make the parent feel that the fact he called was a favor to me rather than the other way around, and that his child was wanted.

The parents were pleased to have their children involved in some activities and exposed to other children. Although they seemed to trust me with their children, the parents were not too friendly with me. They always greeted me graciously and if the child was not ready, the door was opened just widely enough to say "just a minute" and I was left standing outside to wait until the children were ready. Even though I called before going for the children, many times I had to wait. When the children were ready, the door was opened just widely enough for the children to come through. The mother usually stood there and watched until we were on the bus, but had nothing to say. I would always tell them what time I expected to be back with the children and that was the extent of our conversation. Gradually, the parents began to invite me in their home to wait and offered coffee. They began to tell me things the children had told them about the program and more and more expressed their appreciation for my services verbally.

The most exciting story the children have taken home was the ride in a taxicab. The bus ran out of gas one morning when there were twelve children aboard. We took a taxicab to the library and I think this was probably the first cab ride for some of the children. It was terribly frustrating for me but very exciting for the children. So the news got home that we rode in a cab. The parents couldn't quite believe this and they talked to me about the cab ride on my next visit.

II. THE PROGRAM

Working with the Children

Before children of depressed areas can assume a comfortable place in a middle-classed culture, important changes in their ego structure must first take place. They must shed feelings of inferiority and acquire feelings of self confidence and pride in themselves. Changes in ego structure can be accomplished in many ways. Some of the basic ways to change are through various relationships and experiences in the family, school, community and the library. These are the agencies closest to the child and in the best possible position to institute levels of aspiration and encourage actual standards of achievement.

The Preschool Awareness Hour has included a conscious attempt to promote these changes in the children who participate in the program. The children are encouraged to speak, act and respond freely. They are encouraged to talk about themselves, about things around them and about the world outside the home. For example, a game is made of naming the parts of the body, then we will see who can name the most different kinds of vegetables and fruits. We discuss the kinds of foods we eat, what we like best as well as the "I don't likes". Each child is listened to and some response is given no matter what the children says. The children are encouraged to listen to what the next child has to say. They are told repeatedly that they, each of them, are

important. They are encouraged to be friends and as friends don't hurt each other. They are taught to be conscious of the next child's existence, be polite, use the terms 'thank you' and 'please'. The more the children show expressions of warmth to each other, the more each child is likely to be on the receiving end as well.

The children are disciplined. They are taught there are certain things they must do and are discouraged from doing just what they want to do all the time. They are taught to share, take turns and wait their turn.

Talk and discipline is not all the children get. There are stories, films, records and toys and they are served juice or milk and cookies. They sing songs and play games both indoors and outdoors. The books are usually about something the children will know about at first and gradually they are introduced to stories not so related to everyday life but about other children or animals or the zoo, etc. My personal feelings are that fairy tales are a bit too foreign for these children. However, there are exceptions. The films chosen for the program are usually films of a story we have had. Curious George and Make Way for Ducklings have gone over well with the children. The children like to see what you are reading or talking about so large books with lots and lots of pictures are a big hit with them. They also like action stories. Before the group got so large we tried acting out The Three Billy Goats Gruff. This was great fun!

The children like to sing along with the records and alone. I tried stories on records but this did not go too well with them. There was very little response to the recorded stories and they seem to prefer to see both the speaker and the material.

When the weather permitted we played outdoors. This was always an exciting time for them. Most of my time was spent keeping the children out of the nearby woods. It is a bit awkward for one person to take 30 to 35 little children for a walk.

An especially happy time for the children was toy time. The toys were brought out when it was time for them to play with them. The clock was a very useful toy. With the clock we talked about the importance of time. When the clock stopped ticking it was time to stop what you were doing and do something else.

The colored blocks were very useful too. We learned how three colors help us to cross the streets safely. We not only identified colors, but we identified shapes and sizes. Other ways in which we could distinguish sizes and shapes was by placing objects in a box, like a large and a small, a round and a flat, a wide and a narrow, a long and a short, etc. This also helped us with our counting, because we would always tell how many of what kind. This was a guessing game.

For a couple of reasons I rarely sat down to play with the children and the toys after the initial exercise mentioned above. First, I always let the children choose the toy they wanted to play with and I feel that they choose something they can master or they want to master, and if there are problems they will come to me for help. Secondly, the program was designed for the children and I felt it much more important for them to play together rather than with me. I tried to make sure each child had something to play with. They knew I was there if they needed me. The only time I took part was to respond to a withdrawn or shy child. This was rarely needed when the toys were brought out.

Another factor I took into consideration is the danger of tampering with a small child's feelings. What you do for one, you must do for all. This was proven when one child had shown me a scar he had gotten on his hand and I made comments and promised a band aid for it. Before I could get the words out of my mouth all nineteen children had scars that needed band aides.

The unique part of the preschool awareness hour is the fact that they do a great deal of the programming. Very few conventional library story hour tactics are used with them. Their activities are varied and designed to satisfy a need to reach out and respond to others outside the home. Books are introduced and are always there but they are never encouraged to take a book home with them. Of their own free will they have begun to ask permission to take books home, and when they ask they are allowed to do so. They choose the books themselves, I only check the books they have chosen to make sure it is not too advanced for them. Other wise the decision is theirs. Because of the location of the collection they usually choose books at the appropriate level.

Involvement of the Parents

Adults of a deprived community are not nearly as trusting as their small children. Fortunately for the children, at the ages of three and four they have not learned to trust or distrust too much. They usually respond to whomever or whatever their parents suggest. Consequently, it is much easier to win over the children if the parents allow them to leave home. The parents are usually softened a bit by the way the children respond to you and talk about you, but complete trust on the part of the parents has to be earned. We do not know how to win distrustful adults but I can suggest my approach.

The parents of our community were as hesitant about me as they are any other new face in the community. I made no attempt to push myself off on them. I asked only for the children and only told them about what time I expect to return with the children. I did ask if there were any problems in particular they would like me to watch for or work with. Except for one parent, the answer was a simple 'no'. I did not persist. From January to March, other than the above mentioned statements, the only thing I said to my parents was to tell them at the end of the first semester that my class schedules would change and asked if it would inconvenience them if I picked the children up twice a week in the morning instead of once a week in the afternoon. I promised to let them know the dates, and when I knew my schedule I called each parent and told them the days and the time. After that I called each morning, identified myself and told them I was on my way to get the children.

The first ray of hope came one day when a mother said to me "I noticed my child brought cookies home with him. Where did he get them?" I explained that we served milk or juice and cookies to the children at rest time and if they didn't want to eat their cookies they could bring them home with them as her child had done. To my surprise she was delighted and offered to help buy the refreshments. Another ray of hope came when a mother came to the library looking for me. Her child was having a birthday

the next week and wanted him to have a party. She asked if she could get cake and ice cream so that the rest of the children could share his party. She supplied enough cake and ice cream for all the children, the staff and a couple of children that just wandered in off the streets. I bought balloons and let the children blow them up themselves. We had a film called "Jenny's Birthday" and we all sang happy birthday to the birthday child. The children went home and really talked about this party! It was not too long before more parents began to ask if they could help and promised to come over.

In March some of the Headstart people were in the library with Mrs. Adams of the Department of Recreation. I asked Mrs. Adams about steps to be taken in getting out doors equipment for the children. Fortunately, the day she was there I had twenty-six children and she could see the space problem. She suggested that if I could get the parents to come to a meeting that she would bring a representative from Parks and Planning and allow the parents to talk for themselves. She felt that would be better than my trying alone. I drew up a letter and told the parents that I had a problem that I would like to discuss with them and asked if they would call the library and let me know if either of the two dates I had suggested would be convenient for them to come to a meeting. The response was overwhelming. Most of the parents called and all but two came to the meeting. Of course, I called all that didn't call me. I accepted no excuses and suggested that they get the smaller children ready, that I would be over to pick them up and promised that the rest of the staff of the library would watch the children while we had our meeting. On the day of the meeting we had nineteen mothers, five small babies and twenty-six three to five year old children.

Another approach I took was to discuss the behavior of a child with the parent. When a child misbehaved I marched him right to the door and reported to the parent what the child had done. I always got good responses from the parents and in the future all I had to do was ask the child if he or she would like me to speak to its parents.

After the parents began to act friendlier with me, I began to invite them over to see what their children were doing. Several came and participated in the outdoors activities. During Easter vacation, a parent assisted in hiding the Easter eggs for the children.

Staff and Student Participation

Funding is a universal problem, and the High John library is no exception to the rules. We needed toys for the children to play with and although money for toys was allotted by Prince George's County there was not enough to accommodate the number of children we had to work with. A notice was made by one of the library school students and posted on every door that opened to library school students. A box was placed in the lounge to hold the toys. The response was so tremendous that the problem of toys and games was completely solved by the students of the school. Some still bring things for High John.

The High John staff cannot be ignored. The entire staff is very cooperative in helping with the children, getting the juice and cookies ready

returning the children home when I have a tight schedule and can't do it myself, cleaning up the mess the children make as well as baby sitting for the mothers when they bring very small children to the library. No amount of emphasis is too much to express the help, support and cooperation given me by the entire staff. Carla Alexander, a student from the course, Services to the Disadvantaged, comes over and works with the children once a week.

Transportation

The High John Library has access to a Dodge van that we refer to as the bus. This van was used to transport the children, although it is also used for field trips and other services to the library. On Monday and Wednesday mornings no one is scheduled to use the bus between the hours of 9:00 and 12:00 a.m. It is then on reserve for the little children.

Most of the time the bus has been in useable condition. The few times that it was not available, the staff used their personal cars to pick up the children. Mrs. Tertell's car was always available. When Carla Alexander was there her car was used and always my own car. We would each go in different directions as many times as was necessary to get all of the children. The one weekend that the bus was not serviced and we ran out of gas on a Monday morning, Mrs. Parker's husband used his taxicab and one of his fellow drivers to deliver the children to the library and I took my car and picked up the rest of the children with Willie in Mrs. Tertell's car, we were able to get them all.

Relating To The Wider Community

As the weather began to get better and spring came peeping through we began to seek ways to get outdoor equipment for the children. Mrs. Adams, a community worker, from the Department of Recreation was approached about this problem and she felt that with the support of the parents we should be able to get some action from Parks and Planning.

The parents agreed to meet with Mrs. Adams and the representative from Parks and Planning. The meeting date was set, Mrs. Adams was notified and hope and aspiration filled the library. Neither Mrs. Adams nor the representative from Parks and Planning showed up for the meeting. This was a bombshell. The parents were very disappointed, but we discussed the need for outdoors equipment, the kind of equipment wanted and ways the parents could assist in supervising the use and protection of children and equipment from older children of the community. Then the parents said to me, "You write her a letter and tell her we are setting another date and we expect her to be here". They told me the date and time they wanted to have the second meeting. I wrote the letter which each parent signed and got it in the mail. Mrs. Adams did appear for the second meeting and apologized profusely. Apologies were accepted and the business at hand was discussed. Those parents outlined to Mrs. Adams exactly what they wanted and where they wanted it. Every one went away feeling a great sense of accomplishment.

Mrs. Adams took the letter and the request of the parents to Mr. Brooks, Mayor of Fairmount Heights, before going to Parks and Planning. Mayor Brooks became very upset and sent for me. Before this, none of the present staff

members of the High John Library were aware of the hostility felt by Mr. Brooks towards the library. I became aware instantly of his coolness when I walked into his office. Mr. Brooks pointed out in no uncertain terms that I had gone over his head and that he had little time for small groups popping up in the community demanding that services be made available yesterday. He pointed out that he had offered his services to the library when it first opened and was turned away. He reported that neither he nor his services were needed. Mayor Brooks' pride was terribly crushed and he was not about to give in to what seemed to be a desire of the library. I don't mean to imply that the Mayor was against the services we asked for, because he showed me plans that had been drawn up to do exactly what we were asking for. The problem was the parents of the community did not attend the Council meeting and did not know this work was in progress. And at the same time the Mayor was harboring a wound made by the first staff of the library and had not made any attempt to concern himself with our purposes in the community, or our services to the community.

After a warm beginning I tried to explain our purposes were to help, serve and assist him as well as the community in any way we could, that we in no way wanted to take any body's job, just do our own well by meeting and serving as many needs as we could and getting outdoors equipment for the children was a tremendous need and we had to see what we, the library, could do about that. I asked that we, the library, be told about the community services and activities so we could discuss it intelligently, where to offer encouragement and where to push for support. I suggested that a lot of information in his office could be made available to the library and I tried to point out to him the advantage of verbal or one to one communication over written brochures in a community like the one we, both the Mayor and the Library, was trying to serve. I then apologized for the shortsightedness of the first staff members of the High John Library and assured him that we not only needed his support but we were asking for his support. The Mayor accepted my apologies and listened to the plans of the Preschool Awareness Hour Program and promised his support. He discussed plans for the entire community and assured me that our program would not be neglected.

Out of the meeting with Mrs. Adams and the Mayor has grown an understanding and a line of communication that did not exist before. After my meeting with the Mayor, Mrs. Tertell, the new librarian in charge of High John, went over to meet him and this reinforced everything I had said.

In less than two weeks the Mayor put us to a test. An emergency meeting was called of the Town Council, the Mayor called the library and told us about the meeting and expressed a desire to have the parents of my children there. The staff called the parents, told them about the meeting and offered the services of the bus to transport them to and from the meeting. The meeting was well attended. The Mayor was made very happy and called the library the next day to express his thanks and appreciation for our efforts. Our position as an agency to serve the needs of the mayor as well as the community was again reinforced. Most recently, the Mayor has called to tell us of the progress being made on getting the area by the library cleaned out and made into a park. This we are very sure will be one of the first summer projects, with the streets getting top priority.

Need for Special Resources

In an attempt to make sure the children of our community would get the very best basic training, experiences and activities, an all out search was made to find a specialist in Early Childhood Education to volunteer his or her services to the program once or twice a week. Several attempts were made with negative results. The Department of Early Childhood Education at the University of Maryland was contacted; several community schools, elementary schools, announcements were posted in the graduate school lounge and finally the telephone directory was consulted. Every number with the word "Education" opposite it was called and finally one number referred me to another, and then another and finally a gentleman answered and I told him my problem and he said we have one right here in the office, but, she isn't in. I asked the gentleman to please give me the number to call her direct, as I had no idea what number I had started with and had been referred several times. This was my introduction to Mrs. Koury. I called her the next day, told her my problem and we set up an appointment for me to meet and talk with her. What a relief, I thought, finally someone will work with me, but no such luck. Mrs. Koury introduced me to Mrs. Moses, a consultant in library services, adult level and Dr. Dean, a specialist in teaching mathematics in elementary schools. Mrs. Koury, having once been an elementary school teacher and then a principal, found my program rather interesting with reservations. She questioned whether libraries should be doing or giving this kind of service, although it sounds like "you are doing a marvellous job." Mrs. Moses and Dr. Dean were more receptive. Neither of the three persons were able to come out to work with me, but all offered very good suggestions and encouragement with the reminder that "you have too many children for one person."

III. SUMMARY

The program has helped me to prove a long-time personal belief and assumption that no matter what the situation is, people are basically and genuinely concerned about what happens to their children. Parents in a disadvantaged community do care about their children. Another assumption I work under is that it is useless and ineffective to ask too many questions. If you can be patient long enough you will accomplish more than you ever hoped to. Also the approach you use plus the consistency by which you go about doing what you do is of vital importance. In a disadvantaged community there have already been too many hit-and-miss programs. For this reason if you can't keep the appointment or schedule yourself, work closely enough with your staff for someone else to take over for you. By all means be consistent, keep promises and never cancel any program.

In addition we must not concern ourselves too much with numbers. Put as much of yourself into what you do for one or two as you would for fifteen or twenty. Have something to offer at all times but allow your group to offer suggestions too. Be flexible and be able to change your plans to do what a member of the community wants to do. Encourage suggestions and always try their suggestions. Use as few do's and don't's as possible with the community but be consistent in whatever you do.

The atmosphere you are trying to draw your community into must be a pleasant one. We must not wait for the community to convince us they need our services; we must be the aggressor and offer a program that they obviously need.

Neither the library nor the librarian need lose their identity. The library's role in the community is as germane as the school's or any other agency. The library's role has a great margin over other agencies in that its services are not concentrated on any one particular group. It can offer service to the very youngest as well as the very oldest; the handicapped as well as others; to the affluent society and the disadvantaged society. The library is in the position to break the ground as well as harvest the crop in that it can offer service before school, during school and after completion of school.

The amount of effort and planning put into the programs of the library was needed but not nearly enough to do the job as well as it should have been done. There were visitors to come to the library and participate in the programs. Three were very experienced people in the area of working with children. It is discouraging when I, a beginner in the field, can recognize the limitations of these more experienced people. It is unfortunate that with all the experiences of some professional people, the basic understandings of situations and of circumstances are so far removed from their minds. It is a basic fact that children vary little in their basic qualities and potentials, but it is true that the professional librarian learn to accept the fact that children from a depressed community cannot appreciate middle class approaches until they have had an opportunity to understand them.

Comment on Program Eunice Tertell
Librarian, High Job Library:

In early January, I first had the opportunity of observing Miss Hightower's work with children in her pre-school awareness group. At that time her group was only 7 or 8. Four months later her group has grown to 40 (at the last count), so it is of great interest to me to attempt to evaluate the reason for this sort of response, and what seems to have been accomplished in terms of the community as well as with the children immediately involved.

The fact that anything measurable was accomplished is of primary significance. Although certain overt techniques were used, the part of this whole operation that seemed most important was the person of Miss Hightower. Her knowledge of herself, of how far she could extend herself with comfort in any situation, her understanding (as opposed to "knowledge") of the need, her willingness to make a physical move out into the community were factors that were basic to the success of her project.

The children gained in the following ways:

1. They learned to be comfortable with and trust Miss Hightower, and gradually, by extension, to be trusting of other staff members, one of them white. (Although I seldom actively participated, I was there, and for some of the children perhaps their first happy experience in which a white person was around.)
2. They learned certain social protocol or "rules". The coats go in the benches. At refreshment time they all got juice and the same number of cookies. They learned some things that were expected of them, even though they did not always perform as "expected". One little boy started crying in the bus, and I was told by one of the children, "Miss Hightower doesn't like a crybaby."
3. Spontaneity and inter-action were encouraged, but when things got a little too "inter-active" and someone got hurt, the matter was dealt with justly and sympathetically but not punitively.
4. Children learned how to do things together and sometimes direct their own group activities. One morning the first bus-load came in to the library, took off their coats, put them away, sat down and started singing "Three Blind Mice" without any adult in evidence.
5. Although this was not a structured program in the conventional sense, there was a basic structure which provided a regularity rewarding in terms of participation and interest. The parents were always called before the children were picked up; Miss Hightower always got out of the bus and went to the house to bring the children to the bus; the scheduled date was missed only once to my knowledge.

The community gained in the following ways:

1. These people, in the past, have often been victims of undoubtedly well-meant, but spasmodic, short-lived attempts to "help". Their initial reactions to another intrusion ranged from disinterest and wariness to open distrust. At the first Miss Hightower was left waiting outside, even in cold and inclement weather while the children were made ready. Confidence was slowly gained, until finally she was asked inside to wait and offered coffee and conversation. It was about at this point, when she had succeeded in proving herself to a small group that she began to get calls from other parents wanting to enter their children in the program. It was also about the time that she got voluntary and completely unsolicited offers of help from a few mothers. A pretty solid barrier of community resistance and distrust had been broken through.

2. Through the pre-school awareness hour, parents have become involved in the library and in the community. Mothers were bussed to the library to discuss means of getting outdoor play equipment. Through this move, the library made contact with the Recreation Department and the Mayor of Fairmount Heights. The contact that Miss Hightower made with the mayor initiated a breakdown of hostility towards the library that had been evident shortly after the library opened, and was much more deep-rooted than we were aware of. Quite a number of misunderstandings were brought out into the open, and as a consequence our community coordinator was given a new opportunity to prove her ability and willingness to work with the mayor and the Citizen's Association, although I am doubtful that this change for cooperation has been taken advantage of.

3. Some mothers have asked what programs are available for their older children, and some have come to programs for adults.

In view of the success of this program, anything negative I might say as to Miss Hightower's performance is pretty trivial. At times she has seemed a bit stern; however she never displays hostility to a child. She has had some toys available, but has not displayed a great deal of enthusiasm or imagination in showing the children how to use them. This may have been a deliberate technique, but I am inclined to feel that it is related to the fact that during her childhood, she has told me, she never had any toys, and perhaps the ability to play is alien to her orientation. One child who has cried and been visibly unhappy during every session she has continued to bring, and my feeling is that there has been little if any benefit to this child, and that it was perhaps a disservice to the child and the other members of the group.

Eunice Tertell, Librarian
High John

A STUDY TO DETERMINE THE ATTITUDES OF
CLIENTS TOWARD THE HIGH JOHN LIBRARY

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INTRODUCTION

This study resulted from the High John Library Project, a unique experiment in the field of library education. Initiated by the School of Library and Information Services of the University of Maryland and implemented with the aid of Prince George's County Memorial Library, the High John project is funded by the U.S. Office of Education.

A twofold purpose was envisioned by the originators. The High John Library was first and foremost to be a laboratory for the training of student librarians. Secondly, the library would render a community service to an economically and culturally deprived area.

This study is concerned with the latter purpose and reveals how the library patrons perceive High John, its services and facilities.

BACKGROUND AND HISTORY OF HIGH JOHN

The background and history of the High John project is briefly described with emphasis on those facets particularly relevant to this study.

A. High John Library

High John's explosive opening on October 23, 1967 has been likened to a Hollywood premiere. Searchlight! Music! Free Pepsi! Movies! Any possibility of a traditional, middle-class atmosphere was thus dispelled. Fairmount Heights is a poverty area and any library tradition was intentionally broken in an attempt to get as close to the community as possible. Radio and TV stations were notified, schools and community leaders were contacted, and leaflets distributed.

Since its opening the staff has employed a liberal approach in its dealings with patrons, trying to establish a favorable rapport with the community. While always striving toward a cultural influence for the good, the library has attempted to adapt to the cultural needs of Fairmount Heights. A policy of those connected with High John has always been to convince the patrons that it is their library, and that it truly belongs to the community.

B. Fairmount Heights

Described as a suburban ghetto, this Negro community is considered by the Poverty Division, Bureau of Census, as a "poverty stricken area." Fairmount Heights is an incorporated town in Prince George's County, Maryland, and lies adjacent to the northeast section of the District of Columbia. The area served by the High John Library is identified as Census Tracts 29, 30, and 31 in United States Censuses of Population and Housing: 1960, Final Report

(FHC (1) - 166) As for any poverty area the statistics for unemployment, venereal disease, tuberculosis, and school dropout are higher, and for income are lower than national averages. These findings are reported in Fairmount Heights Area Project: A Report, prepared for the Board of Education of Prince George's County. Although a poverty area, it would be misleading to designate Fairmount Heights a true ghetto. There are shacks, unpaved roads, junk piles, abandoned automobiles, and a stagnant creek that is used as a dump. At the same time there is a considerable amount of open space which distinguishes it from inner-city ghettos with confining atmospheres. An industrial complex includes a brick yard and the central warehouses of a number of chain food stores. Self-owned local businesses such as grocery stores, cleaners, and barber shops exist on a small scale basis. There is also a surprising number of abandoned and now dilapidated buildings that once housed small businesses. The area appears more rural Southern than urban Northern in character.

NEED FOR THE STUDY

From its inception High John was accepted by community officials and patrons, but it has been difficult to define or estimate with what intensity or to what degree it has been accepted. High John's development as influenced and directed by the community's response has raised many questions for its directors, staff and other interested participants and students. How do the residents perceive High John? What is their attitude toward High John librarians? How do they compare them with other librarians? Why do teenagers, when expelled for disciplinary reasons, want to return immediately? What proportion and what part of the community population is being reached? What needs has the library satisfied? In short, what do they see in High John that makes it desirable or undesirable?

This study attempts to answer some of these questions. The clients' attitudes toward High John and the services and facilities offered by it have been probed. High John as an entity with its traditional provision of books, study and homework facilities have been investigated. A comparison of High John librarians with school and public librarians was made. Attitudes toward entertainment, socializing and discipline have been included in the subjects studies.

Based on the background of the clients and their community and the successes and failures of the High John program, the study began with the following hypotheses:

- (1) That the patrons' overall perception of High John is highly favorable.
- (2) That the patrons view High John librarians more favorably than school librarians, and both of these groups more favorably than public librarians.

- (3) That the traditional library services are less appealing than those of High John which offer recreational and socializing benefits.
- (4) That for most, High John does not fulfill the need of a library as much as that of a recreation center.

POPULATION AND SAMPLING

Various sampling techniques were considered, but after observing that there was a relatively small population to draw from during the summer because many students had jobs and did not attend the library with the same frequency they did during school, it was decided to test everyone between the ages of twelve and twenty-one. Of a population of thirty five in this age category, thirty four agreed to take the test. Table I reports some of the data that describes the group studied.

	Table I		
	Females	Males	The Group
Population	35%	65%	100%
Mean Age	15.08	14.64	15.06
Extremes	12 & 19	12 & 19	12 & 19
Median Age	15	15	15
Will you be going to school in the fall?	17% No 83% Yes	14% No 86% Yes	14% No 86% Yes
Mean Grade Completed	7.91	8.18	8.6
Extremes	5th & 12th	6th & 12th	5th & 12th
Median Grade Completed	7th	8th	8th
<u>How often do you come to High John?</u>			
Almost every day	42%	77%	65%
Once a week	33%	14%	21%
Every month or so	25%	4.5%	12%
This is the first time	0%	4.5%	2%
Did you use a public library before High John was here?	67% Yes 33% No	55% Yes 45% No	59% Yes 41% No
Have you used a school library?	8% No	5% No	6% No

Though there is a disproportionate number of males to females, most of the results are very similar. There is a significant difference in the frequency of attendance at High John. Where 77% of the males attend daily, only 42% of the females do so, emphasizing the later finding that High John may fill male recreational needs.

Other than this disparity, there seem to be few relevant differences in the two groups.

METHOD

A survey approach using Semantic Differential was used. Invented by Charles E. Osgood, the semantic differential (SD) was initially designed to measure the connotative meaning of concepts. Its application as an instrument to measure attitude was a natural by-product of Osgood's work. SD has been tested and compared with Thurstone's and Guttman's scales for attitude measurement and a high degree of correlation was found.

To measure attitude the SD employs sets of bipolar adjectives, e.g. good - bad, large - small. The subject is asked to rate a particular concept, e.g. Mother, on such bipolar scales, and a seven point differential is available to him.

good ' ' ' ' ' ' ' bad
 7 6 5 4 3 2 1

The positive end of the scale - scores of 7, 6, or 5 - indicate degrees of favorable attitude; a score of 4 expresses a neutral attitude; scores of 3, 2, or 1 - the negative end of the scale - represent degrees of unfavorability. For interpretation purposes, number scores can be translated arbitrarily to verbal levels of attitude as follows:

<u>Score</u>	<u>Attitude</u>
7	Extremely favorable
6	Very favorable
5	Favorable
4	Neutral
3	Unfavorable
2	Very unfavorable
1	Extremely unfavorable

Osgood, through analysis of scales, has categorized them according to their "weighting" on specific factors. Three categories predominate and comprise the majority of scales or sets of adjectives. These are Evaluative, Potency, and Activity. Example scales for these factors are: good - bad (evaluative), strong - weak (potency), and fast - slow (activity). All three types derive a measure of attitude, but as suggested by the examples each factor or category implies a different facet of attitude.

No specific scale measures exclusively one factor. Usually, however, they express one factor more heavily than others. Osgood says they are "weighted" or "loaded" in respect to a particular factor. For example, the scale "fast - slow" is loaded toward activity, but also connotes evaluative and potency facets of attitude. "Good - bad" on the other hand, is heavily weighted toward the

evaluative aspect of attitude but does include a measurement of potency and activity.

Regarding the measurement of attitude, Osgood states, "If we are careful to select as our evaluative scales those which maintain high and pure loading on the evaluative factor regardless of the concept being judged, it is possible that (such) high correlations with standard attitude measuring instruments would be obtained regularly." It must be pointed out that this statement is made with reference to general attitude measurement and with the formulation of master scales and tests in mind. Osgood advises further, that in practice scales representing other factors are usually included to obscure the purpose of measurement and to provide additional information on the concept as a whole, aside from attitude.

Employing three semantic dimensions is substantiated in the work of Friedman and Gladden who measured social role concepts. Eight social roles such as mother, father, me, etc. were tested on a standard 25 - item SD. Each of the semantic factors significantly differentiated the eight roles, indicating that the three semantic dimensions provide greater precision in measurement than only an attitudinal or evaluative dimension.

For this study, consideration of the subjects to be tested influenced using SD and the construction of scales. Yasumasa, Tadasu, and Osgood investigated SD in cross-cultural conditions. With both American and Japanese subjects (using translated scales) the three most salient factors evidenced in concept meaning were evaluative, potency, and activity. Adaptability and success of SD in sub-culture research has been established. A study of delinquents and their values by Gordon proved the effectiveness of SD. Negroes comprised a portion of this population.

To draft our SD test "understandability" of the scales by the subjects was a prime concern. Consideration of the educational and socio-economic level of respondents was important. While attempting to select scales which would be simple enough for their comprehension, and which would fall within current teenage usage, it was decided to not drop into the population's vernacular. For one reason, the investigators' interpretation of such jargon might prove too "square" and appropriate matching with concepts would not be realized. More important, observation by High John librarians indicated that the vernacular varies not only between sexes but among individuals. Although levels of literacy vary, all subjects have had some exposure to common language terms at school. The scales chosen, therefore, comprise relatively simple and common words, appropriate to the teenage dialect. Included in the bibliography are those sources which were reviewed and utilized in determining the test scales.

The scales used in this study are given in Appendix 1. A total of nine were presented for rating of each concept. The same nine were used with all concepts. Three scales from each factorial category were employed. These are indicated as E, P, and A, for Evaluative, Potency, and Activity, respectively. Those scales marked with an asterisk (*) were reversed, i.e. the negative

pole of the scale was listed first. This obscures familiarization with the test pattern by the respondent and helps negate a halo effect should he attempt to score all scales at the positive end.

Ten concepts, randomly ordered as follows, were presented to the subjects for rating: "Books and Reading", "Being disciplined or Kicked Out", "Study and Homework", "Public Librarians", "High John", "High John Librarians", "School Librarians", "Films", "Games", "Meeting and Talking with Friends".

The SD "test" was administered in small groups of about five people and always by the same researcher. Instructions were carefully explained drawing examples from the test itself. The purpose of the test was explained, stressing the fact that there were no right or wrong answers, that the test had to do with attitudes and preferences and not with intelligence.

RESULTS

Raw data obtained is summarized in three groups - whole group, boys, and girls. For each concept measured an average score is given based on the total of thirty-four subjects - twenty-two boys and twelve girls. Average scores are also given for the three types of scales used, i.e. Evaluative, Potency, and Activity. (See Appendix II)

Since each concept was rated on 9 seven-point scales, the possible range of scores is from 9 to 63. For each of the different factor categories, the possible range of scores is from 3 to 21. To interpret these number scores into verbal levels of attitude, as indicated earlier, multiples of 9 are used. For example, "extremely favorable" represents any score from 55 to 63; a "neutral" attitude would vary between 28 and 36 while "extremely unfavorable" derives from any score of 3 to 9. Verbal levels indicative of the scores are also given in Appendix II.

It will be noted there is little variation in scores for the three different types of scales for any particular concept. When viewing the concept "Public Librarians", for example, the average of the whole group sets evaluative scales at 17, potency at 14, and activity at 15. The boys as a group rate the same concept 17, 15, and 15 respectively, while girls scored 17, 14, and 14. The subjects, therefore, do not see the characteristics of potency or activity as outstanding traits in any of the concepts measured. No additional information on the concepts, aside from attitude, was therefore attained. This is possibly due, in part, to such a variety of concepts being tested on the same scales. For purposes of further analysis, the averages based on totals from all nine scales are used.

The concepts in preferential order, according to the attitudes of the patrons, are listed in Table 1 (next page). The fact that all concepts received a "favorable" or "very favorable" rating is not so surprising when the homogeneity of the sampling is

TABLE 1

CONCEPTS IN PREFERENTIAL ORDER ACCORDING TO WHOLE GROUP		
Concept	Score	Attitude Level
HIGH JOHN	48	VERY FAVORABLE
FILMS	47	
HIGH JOHN LIBRARIANS	46	
PUBLIC LIBRARIANS	46	
BOOKS/READING	45	FAVORABLE
GAMES	45	
FRIENDS	45	
STUDY/HOMEWORK	42	
SCHOOL LIBRARIANS	41	
DISCIPLINE	38	

considered. A large proportion (70%) of these boys and girls frequent High John almost daily. Most are students on summer vacation and will be returning to school in the fall. Because the neighborhood offers few places "to go" and few play areas, High John with its recreational facilities and entertainment provides a welcome outlet for these teenagers. It appears to be well liked. As a group, therefore, these patrons expressed no neutral or negative attitudes toward High John as an entity.

The range of individual scores for each concept is shown in Appendix III. The reader will notice that both minimum possible and maximum possible scores have been assigned by subjects. This would indicate that in spite of a certain homogeneity within the group, there are marked individual differences of personality and attitude.

The very favorable attitude expressed towards the concept High John by this group suggests a study using a wider population, and encompassing those who visit the library less frequently and those who did not return after a few visits, would reveal different and interesting findings. The first hypothesis proposed by the investigators, "That the patrons' overall perception of High John will be highly favorable," is upheld by the findings.

It should be noted that the greatest difference of score between any two concepts is 3. The relative position of the different concepts then, or the degree of favorable attitude with which they are viewed, is slight. While this limits interpretation, some interesting findings are evident.

The concept of "Discipline or Being Kicked Out" although rated with a Favorable attitude is viewed as the least desirable facet of the High John system. The latter point is an expected finding. But why should these teenagers see such disciplinary action as favorable at all? Perhaps they associate High John with traditional libraries and therefore expect and desire the conventional "quiet" and subdued behavior long established as criteria of deportment. This "summer" group of teenagers does not necessarily reflect the population as it existed throughout the school year. It was suggested that the more aggressive individuals and possible "trouble makers" had found summer jobs or, with more time available, have diversified their activities into areas further removed from home. Since the sample expressed an interest in High John and a strong liking for it as an institution, the condemnation of peers who disregard "accepted" behavior patterns is consistent with this view of discipline.

For a broader interpretation of results, Table II (below) presents a comparison of the attitudes of boys and girls with the whole group. The most significant feature is in relation to the

Table II CONCEPTS IN PREFERENTIAL ORDER						
	WHOLE GROUP		BOYS		GIRLS	
F	High John	48	High John	50	Books/Reading	49
V A						
V	Films	47	High John		Study/Homework	48
E O			Librarians	48		
R	High John Librarians	46	Films	48	Games	46
R A						
B	Public Librarians	46	Public Librar-			
Y L			ians	47		
.E			Friends	46		
F	Books/Reading	45	Games	44	Films	45
A						
V	Games	45	Books/Reading	43	Public	
O					Librarians	45
R	Friends	45	School		High John	43
A			Librarians	42		
B	Study/Homework	42	Study/Homework	39	High John	
L					Librarians	43
E	School Librarians	41	Discipline	38	Friends	43
	Discipline	38			School Librarians	39
					Discipline	38

concept High John. For the boys it is the most highly rated concept while girls see it only as favorable. However, four of the five concepts which the girls view more favorably than High John are facilities offered them through High John, namely books and reading, study and homework, games, and films. What is the reason for this difference of attitude toward High John between the sexes? A prime objective of the High John staff was to attract patrons, especially youth, and as a result more emphasis was placed on recreational features than on traditional services. The effort has certainly proved worthwhile for boys when the ratio of boys to girls in the sampling and population is noted. Approval of High John by the boys accentuates this fact. Girls express their most favorable attitudes toward books and reading, and study and homework. Could it be that this interest in traditional services, which was not "pushed" by High John, accounts for girls relegating the High John concept to a lower level than boys? If so, this might also be the reason that public librarians, with fewer recreational services to offer their patrons, are viewed more favorably than High John by the girls. The findings suggest further research is necessary in this area in order to get a better understanding.

The hypothesis "That the patrons will view High John librarians more favorably than school librarians, and both these groups more favorably than public librarians", is disputed in the results. Table III (below) indicates the esteem with which the three types of librarians are held. That the whole group and boys place High John librarians first is consistent with their rating the concept High John above all others. The staff of High John consists primarily of

Table III

<u>RANKING OF THREE TYPES OF LIBRARIANS BY HIGH JOHN PATRONS</u>		
<u>WHOLE GROUP</u>	<u>BOYS</u>	<u>GIRLS</u>
HIGH JOHN LIBRARIANS	HIGH JOHN LIBRARIANS	PUBLIC LIBRARIANS
PUBLIC LIBRARIANS	PUBLIC LIBRARIANS	HIGH JOHN LIBRARIANS
SCHOOL LIBRARIANS	SCHOOL LIBRARIANS	SCHOOL LIBRARIANS

women. The relationship between female teenagers and female authority figures will necessarily be different than that of male teenagers. This fact alone, however, does not explain the difference in attitude between the sexes. Otherwise, why should public librarians, the majority of whom are female, rate above High John librarians? Other variables, requiring further investigation, must be included in this situation. School librarians as well as being the least favorable in the minds of the patrons are assigned to next-to-last position of all concepts tested by the whole group and by girls. Boys place them only above discipline and study and homework. Could this be characteristic of a general attitude towards school or school libraries? Would different results have occurred had the test been administered during the school year?

A dichotomy is exposed when the results are analyzed in relation to the third hypothesis: "That the traditional library services will be less appealing than those of High John which offer recreational and socializing benefits." As Table IV (below) indicates, boys uphold the assumption but the girls are not. Books and Reading, Study and Homework are the most appealing service offered by High John according

TRADITIONAL AND RECREATIONAL FACILITIES IN ORDER OF
PREFERENCE AS VIEWED BY HIGH JOHN PATRONS

FILMS (47)	FILMS (48)	BOOKS/READING (49)
GAMES (45)	FRIENDS (46)	STUDY/HOMEWORK (48)
FRIENDS (45)	GAMES (44)	GAMES (46)
BOOKS/READING (45)	BOOKS/READING (43)	FILMS (45)
STUDY/HOMEWORK (42)	STUDY/HOMEWORK (39)	FRIENDS (43)

to the girls and are their most highly rated concepts of the ten. This is perhaps not so surprising when we consider that girls at this age generally are more interested and expend more effort in school related activities. Confirming this interpretation it will be noted that boys see the two traditional-type services only as favorable and combined with school librarians and discipline they comprise the lowest four concepts, attitude-wise.

It is interesting that boys rate films above games and girls reverse the order of preference. One of the main activities at High John is a chess club made up mostly of boys; yet they see games only as favorable. However, the dances at High John doubtless appealed more to the girls and in part could account for their terming games very favorable. Also, many boys at this age are more attracted to physical games or sports and possibly did not see this concept as an exciting feature of High John.

"Meeting and Talking with Friends" appeals more to boys than to girls. The latter group places it in third-to-last position of all concepts. It is known that few "hang-outs" are available to teenagers of this community. The need for "gang" or large group communion is stronger in boys than girls. Girls tend to compensate by having smaller groups of closer friends, and often meet at individuals' homes. High John has provided boys with a meeting place.

Looking at the whole group's reaction to these traditional and recreational facilities, we see a balancing of the dichotomy. Films get top billing; "study and homework" comes in last. The mid position

is shared equally by friends, games, and books and reading.

The same findings are relevant to the last hypothesis proposed in this study. That for most, High John does not fulfill the need of a library but rather that of a recreational center." It would appear that for girls the "library" features of High John are most appealing, while for boys the recreational opportunities are drawing cards. The marked separation between attitudes of the two sexes reflects a diversity of interests. It suggests that to attract patrons of this 'teen-age group', the difference in interests of boys and girls is an important consideration.

From the results of the study one thing stands out above all others. Measured by the population of this study, High John is a success. As an entity it is viewed very favorably. None of its parts or functions are seen as less than favorable. These optimistic results, unfortunately, pose further questions about High John. We know that many teenagers do not use High John. Why? How could they be reached? Further research is necessary to obtain a comprehensive picture of the relationship between High John and Fairmount Heights teenage population.

APPENDIX I

STUDY AND HOMEWORK

(Example Concept)

(E)	good	:	:	:	:	:	:	bad
(A)*	slow	:	:	:	:	:	:	fast
(A)	sharp	:	:	:	:	:	:	dull
(E)*	unpleasant	:	:	:	:	:	:	pleasant
(P)	strong	:	:	:	:	:	:	weak
(A)*	cold	:	:	:	:	:	:	hot
(P)**	small	:	:	:	:	:	:	large
(E)*	dumb	:	:	:	:	:	:	smart
(P)	hard	:	:	:	:	:	:	soft

APPENDIX II

RAW DATA TABULATION

CONCEPTS	WHOLE					BOYS					GIRLS				
	E	P	A	T	V	F	P	A	T	V	E	P	A	T	V
HIGH JOHN	10	11	16	48	VF	19	15	16	50	VF	16	12	15	43	F
HIGH JOHN LIBRARIANS	17	14	15	46	VF	18	14	16	48	VF	16	13	14	43	F
PUBLIC LIBRARIANS	17	14	15	46	VF	17	15	15	47	VF	17	14	14	45	F
SCHOOL LIBRARIANS	14	14	13	41	F	14	14	14	42	F	14	14	11	39	F
BOOKS/READING	17	13	15	45	F	16	13	14	43	F	19	15	15	49	VF
WORK	15	13	14	42	F	14	12	13	39	F	17	15	16	48	VF
FILMS	18	15	14	47	VF	18	15	15	48	VF	17	14	14	45	F
GAMES	17	13	15	45	F	17	13	14	44	F	18	13	15	46	VI
MEETING/TALKING WITH FRIENDS	17	13	15	45	F	17	14	15	46	VF	16	12	15	43	F
BEING KICKED OUT	13	13	12	38	F	13	12	13	38	F	14	12	12	38	F
Maximum Score	21	21	21	63		21	21	21	63		21	21	21	63	

Verbal scores:

42	54	45	36	27	18	9	0
Extremely Favorable	Very Favorable	Favorable	Neutral	Unfavorable	Very Unfavorable	Extremely Unfavorable	

APPENDIX III

VARIATIONSINDIVIDUAL SCORES COMPARED WITH GROUP AVERAGES

CONCEPT		THE GROUP		BOYS		GIRLS	
			Range	Aver.	Range	Aver.	Range
HIGH JOHN			15-63	50	39-63	43	15-57
HIGH JOHN LIBRARIANS			14-63	48	24-63	43	14-59
PUBLIC LIBRARIANS	5		19-63	47	19-63	45	27-57
SCHOOL LIBRARIANS	1		15-63	42	15-63	39	18-60
BOOKS/READING	15		30-63	43	30-63	49	38-63
STUDY/HOMEWORK	42		19-63	39	19-63	48	27-63
FILMS	47		18-63	48	32-63	45	18-60
GAMES	45		10-63	44	10-63	46	36-59
FRIENDS	45		9-63	46	9-63	43	15-53
DISCIPLINE	38		9-63	38	9-63	38	16-56

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PLORING ONE APPROACH TO DETERMINING THE
INFORMATION NEEDS OF SELECTED ADULT
LEADERS IN FAIRMOUNT HEIGHTS

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Project Development

The High John Library has offered a means of studying the needs of a disadvantaged clientele and has offered an opportunity for students to consider the relative values and applications of both traditional library procedures and innovative changes. The research proposal for the High John Project states that the laboratory program is addressed to both children and adults, the adult services "to be oriented to both cultural and informational needs and interests." "The program is designed to elicit a high degree of community involvement...The demonstration would work in close harmony with the social, religious, and educational agencies to realize its full potential in the community."

By October 23, 1968--the occasion of the first anniversary of the opening of the High John Library--it would seem that the project had achieved certain substantial success. That the success was to be found largely in the realm of library services to children and young adults is consistent with the larger library experience. Not many adults had turned out to display their interest in cultural or information matters, nor were social, religious and educational agencies displaying community involvement with the library.

Therefore the problem of the adult as user of the public library seemed to be an important area for consideration, although a formidable one for an inexperienced investigator.

Little is known about the informational needs of the community. Should people in the community suddenly bring their informational needs to the library, who can say how helpful the librarian could be? It was decided to try to contact the leaders in Fairmount Heights, those who were active in participating in community activities. It seemed reasonable to expect that this would be the group who would turn first to any new experience or service and who would be most aware of the overall community needs. If any group in Fairmount Heights could be expected to use the library, this would be a logical first choice.

Finally, the purpose of the project seemed to be to design a library service to serve the informational needs of those who were alert, outgoing, participating, leading members of the community. It was expected that this approach would yield a range of interests which would vary in their relative value and importance to the users.

Methodology

The idea of this study was to identify a subgroup of potential library users, get access to them, try to understand the nature of their informational needs, and from this understanding establish the functional requirements of a library service. Ideally, this service could be tailored to the express needs of the group. The more similar the needs of the group members, the greater the depth of service can be provided. The UCAP Neighborhood Workers proved a good group for this study. Their offices are located in the municipal building in Fairmount Heights. These workers represent the nearby municipalities and residential districts and include the usual contrasts in personality, attitudes, and community work styles. The UCAP members provided an eleven-member group, the director and assistant director participating to a significantly smaller degree than the neighborhood workers. Since the mayor's secretary and the director of recreation have office on the first floor of the building, they were included in the study.

It was decided not to approach those adults already involved with High John--the local library board--as it was felt that these people would necessarily be involved with existing practices. Three adults contacted at library social events were included in the study for contrast and possible difference of approach to library use.

One ambition of this study was to try to learn more about the vocational interests of the users, especially the range of activities of each individual which might not be anticipated. Three approaches were explored: (1) interviews about the library; (2) informal interviews; and (3) observations. The interview was the basic means of gathering information. It was early recognized that questions concerned with the use of the library were going to be answered according to what the person interviewed thought was expected. "What if you had a clipping service?" would meet with immediate acceptance. The direct approach was used several times when the interviewer found herself unable to slide into the subject obliquely--for instance, at the first UCAP meeting when some sort of identification and justification for her presence was required. When a sampling of possible library services was suggested, it was at first received with favorable initial responses. However, by the end of the study, after more interviews, these suggestions had been turned over and examined by the group and were generally felt to be of little real value. Members probably would not have used the service if it existed.

A better method of conducting an interview was to ask about something of high current interest, eg. the NEBA elections, or the last meeting about the proposed changes in the school system. This tack was used whenever possible.

It was found that conversations between interviewer and respondent were less satisfactory and yielded less than interviews with two or more respondents. Where there was some shyness or reservation on the part of either respondent or interviewer, the interviewer was forced to direct the conversation more than she desired to do. A better idea of the range of reaction could be had from hearing the respondents react to each other's feelings and experiences.

Direct observation was valuable and was used as much as possible, but suffered from natural limitations, particularly time and opportunity. When appointments were made to speak to UCAP workers, the interviewer made it a point to be early--which permitted her to sit in the office and observe the arrival of problems and get some idea of how they arrived and how they were solved. This worked well while the mayor's secretary suffered an interview which lasted two hours because of the numerous interruptions.

These interviews were rather fluid affairs which could last for hours or terminate suddenly--which could require too much prompting on the part of the interviewer or be completely assumed and directed by the participants.

The purpose of the interview and observation was to determine the nature of the problems adults deal with on a day-to-day basis and to ferret out any significant informational aspects. This approach can be overdone, in that everything can be seen as an information problem. For this reason it was decided to consider the range of problems existing in this subgroup and match the resulting information needs against the information resources that a library can conceivably hope to provide.

It must be emphasized here that the study does not intend to make value judgments about the nature of information sought.

Summary of Observations

The first three people contacted--G, B, and H, were people who came to one of the social events held at the library. One is a nurse, one a teacher, and one a housewife. All were there because of their interest in community youth. They are known to each other, but have no common organizational background. Less information was had from these three than from the others in spite of their willingness to talk and their generally helpful attitudes. Perhaps this is because they were contacted individually with no excuse to observe their method of attack of information problems or perhaps because they had no opportunity to interact and respond to each other. Further, the nurse and teacher work in structured environments possessing their own information sources and supplies.

Mrs. _____ Mrs. _____ asked for specific services from the library. _____ was interested in seeing collections of works on Negro history available in the library. Both she and Mrs. _____ think of the library as a supporting agency for students. Mrs. _____ was interested in the social activities for youth and was excited about the idea of expanding programs for teens and using them for the adult community.

The UCAP people were approached through Mrs. Johns, the director. She handed the request along to Mr. Gross, who was very receptive and invited the interviewer to the next staff meeting. After several staff meetings, individual and small group interviews, and some casual dropping by the UCAP office, the problems most commonly mentioned and observed sort themselves into the following rough categories:

Problems workers have in dealing with neighborhood people

- Hard to gain trust of people
- Reluctance of individuals to take a position, be identified
- Fear of change, new ways, and often of the youth itself
- Insularity of the people; need for many meeting places

Problems people have with the county system

- Lags in welfare services, long waits
- Inconvenient locations of clinics; waits; transportation difficulties
- Public transportation; inconvenient, expensive
- Trash collection
- Street repair

Problems with school system and with youth

- Drop-outs
- Suspensions from school
- Parents' reluctance to take initiative with school about problems their children experience
- Feelings of parents that school is not interested in their children

Problems people have with the city

- Evictions
- Taxes
- Problems with election processes

Oddly, no person in the course of this study ever mentioned problems in locating jobs or problems with the police or difficulties with the law. All of these problems are built on the big three--so taken for granted that only once did anybody call them by name: poverty, ignorance, and apathy.

If the people contacted at High John were largely concerned with youth, the UCAP people seem equally concerned with the elderly as another helpless group. This turning to the beginning and end of life is so insidious that only lately does the interviewer realize how invisible to her are those people between the ages of twenty and sixty.

The problem of not-having is being joined by the problems of change and perhaps growth. The school system in this area is under considerable pressure to change--change of location and integration are possibilities. People of this area are vocal and emphatic in their desire to keep their schools in the same location; let integration come to them. The model cities project offers hope for better living conditions as well as the threat of change; it is sure to affect the existing power structure of the area.

Of particular importance to this study is the communication network of the community. Each of the workers at UCAP has built up a number of contacts--people who will sign petitions, come to a near-by meeting, perhaps be driven to a more distant meeting. lend some support to a project. In turn these contacts will telephone the worker for help in dealing with a certain range of problems. If the contact has received help from welfare, he will call his worker for help in that problem range; if a need develops for which he has no established agency helper, he will fall back on a relative's knowledge or call a UCAP worker or the mayor's secretary for directions. These community workers provide a great information service to their neighborhoods. Not only do they have a name and phone number available when a problem comes up, but they are also occasionally able to shake things into motion when an administrative hang-up occurs.

These relationships are personal and develop on the basis of repeated contacts. The success of a worker depends to a great extent upon his understanding that he must not be misleading and that he must keep his word; small disappointments can hurt a worker's effectiveness disproportionately in a community in which he must always function at a personal level. His broken promise will not be seen as an oversight, or a mistake, but as personal rejection.

The person who has good contacts with the agencies and county offices enjoys some respect; information confers power here as well as elsewhere.

Conclusions

In the plan to try and discover a range of 'informational needs which would match with the library's information resources, it must be concluded that this study has failed to find such a match. The vocational and day-to-day needs of these people fall into the same

category of information as the latest research findings--that is, beyond the competence of the usual library. Public libraries lack speed and bibliographic control. Since the publishing agency must record, analyze, write, publish and distribute its findings, by this time the material is no longer current. In the case of government directives, a specialist is needed to interpret them. This is why the research chemist picks up the phone and calls a colleague in Michigan and the lady in Fairmount Heights personally contacts her social worker.

To be truly helpful in an informational sense in Fairmount Heights, the librarian cannot rely upon the usual reference sources or approach. The librarian needs to be able to talk to a man who has just settled with the county in the amount of \$5000 because his property has been condemned in the interest of a model city development. He has located a property for \$10,00 near by, which he wishes to purchase. The local bank and trust company has arranged financing for him: he will make a down payment of \$5000 and his interest will be 6 3/4%. But now he has a bathroom he wants to fix up and a recreation room that he never had before that he would like to buy furniture for. The librarian would need to know--or have access to somebody who knew--that the bank has been informed by the county that \$5000 will be released to the owner so that he can get his mortgage. She should also know that the bank is not taking a sufficient risk to justify a 6 3/4% interest rate. A call to the bank from the assessor's office or a legal aid society could probably arrange a \$3,500 down payment and a 6 1/4% interest rate.

This sort of financial acumen would need to be matched in the fields of medicine, law, services. Each reference encounter would be personal, time consuming, and would involve the knowledge of a good segment of the social structure. It would be a sort of consumer service that would need to be able to tackle private concerns, government agencies, any organization which could either benefit or exploit an individual. This is the sort of service that could be meaningful in Fairmount Heights.

That this study has failed to demonstrate a practical functional approach to an information service for adults does not imply that such a service is impossible to develop. It does suggest that one needs to look a lot further than this initial, cursory examination. A good system of observation would need to be devised. The agency approach--such as this study has made--is of benefit to the extent that the interviewer knows what he is looking for and wastes no time developing his study. The workers are busy, and are good for a limited gift of time. One of the more perceptive workers said, "You will know how to help the people when they can be induced to come or demand to use the building. Then you will find out how you can help them." There have been suggestions that the light touch will be the magic

touch for a video club or film showings will create interest.
The films ed to approximate current attractions; certainly
they must er than what is shown daily on television.

An t could be made to attract adult groups to make the
library th eeting place, keeping lockers there for supplies.
Probably t omplish this the librarian would need some good foot-
work. Rec onal activities at High John may rival those held
at the mun al building, and if the librarian builds up a
following of adults who turn to her for information she will seem
to threaten the information centers in the municipal building and
perhaps elsewhere. The personal animosities that exist in the
community will affect the operation of the library also. Where the
relationships are personal, the fact that one group is "in" at the
library may mean that another group is "out."

At this point it seems that the librarian must devise some
way of making repeated contact with her proposed clientele to discover
their real informational needs; further, it would seem to be indicated
that the informational needs will involve the librarian in the tasks
of personal mediation. From observing what seems to happen in Fairmount
Heights, the librarian dealing with adults will either adapt herself to
the established pattern of personal following cum phone calls or devise
something so radically new as to supplant or by-pass altogether the
current informal rules and practices of the community.

Reports of Community Contacts

Contact #1

23 October 1968

The occasion of the meeting with Mrs. A was the High John birthday party. Mrs. A was standing alone, looking at the adult collection. She mentioned that this was the first time she had been in the library, although she had passed it many times. She volunteered that she was glad to see a collection of books on Negro history; she had been brought up in the District of Columbia in segregated schools, where she had been "give some of this" as a matter of course in her school life. Her husband--a South Carolinian--had never been exposed to Negro history and didn't realize there was any to speak of. Mrs. A feels that an awareness and knowledge of Negro history is very important to the children of both races.

Mrs. A is a school nurse. She inquired about the availability of films and the possibility of using them for her health lectures. Her feeling is that the school film service is poorly organized, and no matter how well in advance she tries to schedule a film, it never arrives at the time to correspond well with her lectures.

Mrs. A chatted freely about her school--at present it has an entirely Negro student body, but a mixed faculty. The school must soon be integrated or the county will lose funds. She is concerned about the possible resentment of Negro faculty by white teachers and students when the school is in fact integrated.

In discussing community versus bussed schools, Mrs. A said she favors abandoning school buildings which are so embedded in Negro districts as to be unhandy in integrated reality. She favors using the poorly located schools for administrative purposes, offices, supply depots.

Mrs. A suggested that the High John staff contact the PTA, and asked if this had been done before. She further suggested direct contact with the teachers and principles of the Fairmount Heights area. The parents often fail to do this in behalf of their children; those children who most need guidance are neglected because the parents fear that the authorities will be unresponsive to their needs.

With some force Mrs. A said she has "great hopes for America."

Mrs. A gave her name and address quite freely and offered her services in making school and neighborhood contacts.

Interpretation

Mrs. A Seems an articulate person, who can state her thoughts well, She seems involved with her work in the school and concerned with the community. Her main interests with regard to the public library were its collection on Negro history, and its supportive role in the education of the community youth.

Contact #2

Mrs. C appeared at the High John birthday party bearing a large wall plaque, a project made by her newly organized scout troupe. She was very enthusiastic about this, going from group to group to show the adults scattered through the crowd what her children were capable of.

She is interested in low cost craft items that the little girls can make. She gets many of her ideas from magazines--"I am always buying more magazines." At this time, she was considering holiday projects for the troupe. In discussing her plans for a Halloween party, she said she needed apples for ducking. Someone suggested that the Jumbo Food Market would be the place to go, because they give a discount to organizations.

Mrs. C possesses a library card, but made no move to take any craft books home with her.

Several weeks later I made a call. The books on crafts that Mrs. C was interested in were checked out in her name and taken to her. Mrs. C was not at home the first time the interviewer called. Her husband was washing his car in the yard and he was pleasant and polite but embarrassed--during all conversation he turned at right angles to me. Mrs. C at home for the second call, was much more at ease; she was more inclined to chat about personal matters in her own home.

Mrs. C's last child is about to finish school; Mrs. C seems to be doing this work as leader of the girl scout troupe out of awareness of community needs and for her own enjoyment.

As she mentioned earlier, Mrs. C does indeed buy a lot of magazines. They were evident in piles and heaps; as far as casual observation could determine, they were magazines for women: Family Circle, McCalls, Journal.

Mrs. C is amiable, interesting, and does not initially make generalizations about the community. She simply did not comment on people or behavior in Fairmount Heights. This reticence abated somewhat when she talked about her scouts. The girls meet at the municipal building on Saturday mornings from ten to twelve o'clock. There is no place there where she can lock up supplies, so she has to take everything needed each Saturday. This is further complicated by the fact that both children and mothers forget from week to week what the children are instructed to bring to help with the craft project for that day--tin cans, paper bags, string. Mrs. C finds this tedious. It is something of a strain on her to provide 27 items each week. She seems to stress the craft aspect of scouting. However, as she explained, the girls are pleased to earn merit badges--and they do not get the necessary help and support at home. Therefore the meetings are longer than usual, and more emphasis is put on completing the projects during the meetings.

Contact #3

Mrs. B attended the Ettevol Awards program of the Video Club and brought an adult member of her family with her. She was the only parent present. Willie Lovette, club director, made the introductions--knowing the interviewer was interested in meeting adults living in the community.

Mrs. B lives in Fairmount Heights and teaches in an elementary school out of the area. Her daughter is active in the Video Club and has won several awards. Mrs. B said that she felt many adults would enjoy learning to operate the video equipment. She noted the absence of any movie houses in the area and said the opportunities for purely social meetings were few indeed for the adults in the area.

In her conversation about the library all her remarks centered around the social functions at the teen level and the possible enlargement and extension of these activities to include adults--use of video equipment, trips, movies.

When the interviewer asked how she felt about the library's capacity to meet the informational needs of the community, her immediate response was that it was very helpful to the children with their homework assignments and High John was "a good place for them to go." When asked if she thought the library could be more meaningful to adults, she said she felt it could--and in the realm of social activities.

At no point did she consider aloud reading for pleasure or for informational needs--other than in the pursuit of answers for homework.

Contact #4

UCAP Neighborhood Workers Meeting
717 60th Place, N.E.
925-8243

4 December 1968

Mr. John Gross, presiding

Two visitors were introduced at the beginning of this meeting -- Mrs. P and me. Mrs. P is currently employed for twenty hours a week by the Mental Health Study Group, which operates on Monday and Thursday afternoons in the Sylvan Vista Baptist Church. Mrs. P is a social worker with her major field in community organization. She has worked in New York City, where she was trained, and is new to this area. Her work has been with urban communities (Harlem, Bronx), and her purpose in attending the meeting was to begin to fill in for herself some of the problems existing in this part of the county in order to decide what area might be best addressed.

After giving her background, Mrs. P asked for comments from the neighborhood workers - what responses they had, what problems they were working with, where were their areas of success and failure. Comments were easily forthcoming, with interruptions, additions, background information thrown back and forth. Occasionally after a time of dissent or difference between workers, one person might sum up the range of feeling or experience.

As this conversation ranged back and forth from subject to subject, and from one geographical representation to another, the comments are grouped by topic.

Initial interest in Mrs. P's work was good, but she was immediately pressed for information regarding her intentions for the community, such as "How long would she stay in the community?" "Did she intend to work only a short time?" Nearly every worker took time at the beginning of the meeting to emphasize that "their" people had no faith in programs - they took too long, even when funded, and those that got off to a good beginning fell through just when they reached the point of showing a good result to the community. Particular weight was given to the reaction of older people. The workers characterized the elderly as being generally apathetic, but said that after a worker has their faith he can begin to gain some support from them in community projects. If a promise, either real or implied, is broken, they withdraw and it is doubly hard to get them interested in community action again.

Older citizens are a particular problem in the area, each community reporting a disproportionately large number of retired people. (Mr. Gross did not offer statistics, but said as a matter of course that the proportion of elderly and retired was well above the national average) Workers report them as being critical of

young people and new ways. Several of the workers mentioned having trouble dealing with the old ones - the elders remembered the workers as children and tend to discount what they say. In spite of having lived within the community for years, all said they had initial difficulties in gaining the trust of the people they dealt with.

At this point, the older people will sign petitions requesting improvements or action, and they will attend meetings that are held in the vicinity - those not further away than perhaps two blocks. Old men gather to play checkers - as many as seven or eight at a time - in near-by stores, then go home to nap or watch television.

Workers commented on the exceedingly rapid spread of news through the community, although they say that visiting in the homes is uncommon. This news network operates across yards, over fences, but mainly by telephone. Everybody has a telephone. Word-of-mouth personal recommendations carry great weight, and a new person is soon sized up as to whether he keeps his word or not. Workers stress that they take great care never to overestimate what they can deliver or what might be forthcoming, a broken promise can cost so greatly in the community. Here, again, they stress that a job well done, a phone call returned, and contacts made and re-made can make a good name with the neighborhood.

Mrs. P mentioned that she had worked in one community to organize parent support for school children who were suspended from school. Certain workers affirmed that their areas had problems with drop-outs and large numbers of suspensions. At this point all the workers made a nearly ritual statement that they experienced fear for and problems with the children in their communities. This group seems not to be primarily concerned with children, however. Children as a group were seldom mentioned. The elderly are frequently mentioned and with more concern and emotion than the young.

The problem of finding meeting places seems to be a never-ending one for the UCAP workers. Younger people are more mobile, but the old people require more scattered meeting places.

The workers cite case after case of complaint about the poor quality of public services. People complain to the workers that their social workers are disinterested, that they experience long waits for appointments - both to be given a day to be seen, and to be seen once they have arrived at the welfare office.

Bus service is felt to be a little better this year than last, but is still miserable. A person wishing to return to Fairmount Heights from a central point on Pennsylvania Avenue will have a two hour trip. To reach the medical clinic at Prince Georges County Hospital from Fairmount Heights, one will pay two fares and will require a transfer; a cab ride between the same two points costs \$2.10.

The short trip from the corner of the municipal building to Seat Pleasant - the site of the nearest post office - costs 34¢. One worker has made great efforts to coordinate clinic visits of families in her area to reduce travel expenses. This works for one time, but she must do all the contacting, calling, arranging, reminding. Each joint trip to the clinic involves the same amount of prodding on her part. The patients are willing to go together but fail to make the effort in their own behalf.

All the areas represented have been criticized by the county for the accumulations of trash and junk in the streets and vacant lots. One worker reported that she heard noise in the night turned on her outside light (which required some courage - this admitted that those residents of that house were awake, alert; it "fingered" them), and discovered a large truck parked across the street. Its driver was preparing to dump a truck load of scraps from a building site into the street. Apparently it is not uncommon for this to happen - industrial garbage is dumped freely into poorly policed residential areas, even though it is evident that there is no building going on in that neighborhood. The county is slow to remove the debris.

The terrain in the Fairmount Heights area is uneven, "hilly". The roads are often unpaved, and there are no storm drains. After heavy rains, large pools of water remain standing for days. There is fear in some areas that small children could find their way down to one of the ravines and drown. In some cases the county has scraped and graded the roads, but this is a stopgap measure requiring frequent repetition. With the new model city plans in the news, the county is reluctant to put time and money into the streets at this point - and yet residents know that building could be years away. And at this time the streets are again in bad condition.

Following this discussion of community problems for Mrs. P's benefit, Mr. Gross introduced Kathryn Kinzer as a student from the University of Maryland Library School working at the High John Project. Mrs. Kinzer explained that her concern was to design a library service for adults, emphasizing the information needs of the leaders and outgoing active people. It was explained that a problem did exist in determining what the informational needs might be. Various sorts of approaches were mentioned as examples of possible types of services. Could anybody use a clipping service for news items about Fairmount Heights and the model city project? Would files on current community projects be helpful? Did UCAP have access to the lines other agencies might be following? Could the library gather any information for UCAP as an agency? Did the workers have any individual needs for information particular to their area? Any personal needs? Did the workers feel the library had any importance to them? The UCAP workers were requested to consider the needs of their community, their agency and their own information needs. Mrs. Kinzer requested permission to return to talk to the workers individually, and in another joint meeting. The invitation was duly extended.

Following the formal statement of goals and objectives, the group was asked if each member was familiar with High John. Everyone nodded that they were. Then the workers were asked, "What good has it done you? Has it been a good thing? What do you think of it?" The first reaction was to say something in praise - "It's wonderful for the children" - "It would seem strange now not to have it there" - "Oh, we think it's a wonderful addition to the community" - which began to turn into "I'll tell you one thing, though, they got to have some discipline up there. Those kids are tearing loose." One lady reported that her son had returned from the library and would not tell her what had gone on, but told her not to let his sister go back there. Others said they knew people who felt the general tenor of the place was so unruly that they would not let their daughters go there to "hang out." One said that a library should be like a school, and kids should sit quietly and read or study. Another felt that the library was badly understaffed -- she thinks there should be some responsible person in each room, and most particularly in the basement. This brought on a flurry of comment. There are dire forebodings about what goes on in the basement. At the same time several people leaped to defend the Video Club and work Willie Lovette is doing with the teens. On the other hand, they felt, there just was not enough discipline and supervision.

Beyond the confines of the building itself, some other mentioned that the grounds of the building were being used by older boys who hung around and intimidated passers-by. One worker said that old people avoided that street at times of peak use of the library.

When it was pointed out that an earlier traditional sort of library had been tried and found wanting and that High John was an experimental effort to reach people - the value of the book and the silence rule being relatively unimportant - the reaction was "Well, why didn't you say so?" The project director said that she felt the library should try to let the parents know just what they were trying to achieve. Mrs. Kinzer said that wide contact with the adult community had seemed to be very hard for the library staff to achieve, and someone agreed that it was no small problem for anybody working in the neighborhood.

Others broke in here to say that they had tried to use the library themselves, and had found it very difficult because of the noise and rudeness of the young teen-agers. One worker reported that she had a volume of the encyclopaedia snatched out of her hand when a thirteen-year old girl wanted it herself. Several mentioned that they had approached the library in the early days, for permission to use the building, and that their requests had been sidetracked if not denied. A quiet hour each evening or a special night for adults was suggested. The feeling here at the end of this bit of the discussion is -- here are people who have been to the library at least once, and for some reason have come away without what they hoped to find.

Someone brought up book selection, and the discussion quickly shifted tone; everyone had some definite opinion here. One felt that half the books on the shelf "were not suitable for the kids around here." Another wanted strict selection by age group, younger children limited to children's books, teens forbidden to circulate "questionable books." Several felt that censorship was impractical as well as wrong headed; nevertheless they saw the need for some sort of forum, some sort of informal lecture and discussion group led by a staff member to help insure that what the children read was put into a realistic perspective. All were concerned with the fact that a public institution was putting information into the reach of children already stimulated by such close living conditions and not following through with some form of sex education. All understood the problem of censorship; the fact that one library in a county system should not be fed a select diet of information based on what some outsider might feel their needs to be.

The UCAP people were generally complimentary about Dick Moses and Gerry Hall, and several were especially pleased to have had materials ordered and delivered promptly to them from the county system. There was generally a feeling of reservation about discipline at the library, content of books, and treatment of adults.

Contact #5

13 December 1968

Elections for the model city association, MCEA, are to be held on 14 December; Miss Hattie Adair and Mr. John Gross are running for election to the board from this UCAP area. The neighborhood workers have been out stirring up interest and enlisting support for their candidates for some weeks now.

The interviewer came early to catch workers as they drift in. The outer office on the second floor of the municipal building is cramped and cozy. The coffee pot is always on. If anybody is around, this is where they are apt to be. When more than several additional people assemble, they move through the office of Mrs. Johns and Mr. Gross into the meeting room. More people drift in until some sort of quorum is obtained, and then the meeting begins.

Today Mrs. D is first on the scene, and she has a few minutes to talk. She volunteered that the Homemakers Group saw a film at the library last Wednesday - this was an effort of Evelyn Parker's. Mrs. D thinks this sort of thing might well be enlarged to include Cedar Heights and Chapel Oaks groups - and especially the Senior Citizens Clubs.

She feels the need for more social activity. Senior Citizens are especially interested in Negro history - perhaps informal - very informal - study groups might be organized to meet at High John and be "told" by a staff member. Interest in Negro history and religion is much stronger in the older people than in the youth. However, Mrs. D feels that the greatest benefit to be derived from the social gatherings would be the possibility for discussion and orientation of people to community needs and the possibilities for meeting these needs. She repeats the conditions of apathy, need for easy access to meeting places, fear of new, different experiences.

The interviewer asked her to mention the areas she felt to be most crucial to the people she deals with, and to what source she felt they would go to get help in these areas. She said that for the benefit of people who were indigent or not entirely self-sufficient, the following agencies operated in the community:

- Welfare
- Family Service (Gloria Grant, mobile unit)
- UCAP
- Town structure
- Civic Association
- Clinics - prenatal clinic at Bethune (County and volunteer) well-baby clinics run by Prince Georges County
- Mental Health Study Group

A person in trouble would have built into his communications network some person in one of these agencies who would answer his questions, or hand him along to somebody they knew in another agency until some

sort of disposition of the case can be made. Failing this, the person will contact somebody he trusts - friend, relative, and follow that person's line of contact in the relevant area. During the conversation alone with Mrs D, she is more reserved, more reluctant to discuss her opinions, she emphasizes the need for society, giving more statistical, impersonal information.

As other workers drift in, her reserve seems to break down. Mrs. Q and Miss R offered the point that there would be little interest on their part in the coordination of information from other agencies. They say it would be too late to be useful, and they are accustomed to using the telephone. What is useful to them is to know what is practically possible, what is politically possible, and it takes informational contacts of a sort not likely to be provided by any library to discover these things. They feel that there are levels at which the library can be helpful, but not until groups can be induced to use the library, permitted to use the library or demand to use the library will these needs and interests be very apparent.

Contact #6

13 December 1968

Miss E came into the meeting room. She reports that she has organized a film showing once a month, after having great difficulty in arranging to use the school building. She goes to Hyattsville to pick up the film each month. She suggests that this is a nuisance for her, and this sort of service might very well be done by the library. She reiterates that neighborhood lines are very strictly drawn, and that services must be repeated in each small area. Her showings are organized for children between the ages of four and fourteen. She suggests that films for adults might be very welcome.

It has been repeatedly mentioned that old people do not venture far from home in this area, and that people seem to be old earlier here than in more affluent areas. The children stay within small territorial limits. Some workers have noted that this is true even within the schools to a good extent--where several residential entities share a common school facility. That is, a child is a Chapel Oaks child or a Deanwood Park child even in school and his friends are apt to be selected on that basis. Miss E points out that this condition exists across the board and her awareness of this factor perhaps causes her to stress the necessary repetition of each small event or service. Audiences may be expected to be small and scattered to an extent not immediately appreciated by a new white staff worker.

Contact #7

15 December 1968

When Mrs. Porter was first contacted, she said that before she could talk to anyone about the library or any community activity or project, she would first need to consult the mayor. An appointment was made for several days in the future. On Friday she had not had the opportunity to speak with the mayor, but agreed to give any information she had that might be useful.

Next to Mrs. Porter's office is the office of the director of recreation. Mrs. Porter offered the information that the building is used for three regularly scheduled events: a Teen Club on Saturday from 10 to 12 and Mrs. Adams' program for tots every afternoon Monday through Friday. Mrs. Porter was not aware of the exact nature of what it was that Mrs. Adams was doing--whether this was an educational sort of thing or perhaps more in the line of child care. Other groups meet at the municipal building as the need arises, and it is the site of a good bit of informal gathering. There is a bus stop on the corner.

By this time in our talk the interruptions had been so numerous that Mrs. Porter had moved me into the mayor's office and she dashed back and forth answering the phone and talking to people who dropped in with problems. Mrs. Porter was asked how she thought people in Fairmount Heights found out the things they needed to know. She thought for a moment and answered that she handled problems dealing with evictions, taxes, elections, voting districts, and city business. Only personal friends called for information about anything else. At this time there had been eleven phone calls since count had begun and five people who were in the office for help or information. All of these people were greeted with some term of endearment, and Mrs. Porter asked about members of the family, cousins, aunts, births, deaths, sickness. One had come for help with an insurance form; an older person had not received payment after a prolonged hospitalization and wanted Mrs. Porter to speak to someone at "the office" to get that cleared up. A city employee came in to pick up his check and asked if Mrs. Porter felt that he needed a bank account, and if so--which bank would be best? Could he get his money out any time he needed it? Another city employee picked up his check and told Mrs. Porter that it would not be enough this pay period. Would she know where he might be able to borrow some money? During the phone calls Mrs. Porter frequently seemed to be acting as a clearing house -- she gave out phone numbers and names, addresses, times of meetings. Some of her dealings were definitely city business, but many found her directing people to other sources they needed. Mrs. Porter is at once very personal in her dealings with the people who vander in and at the same time keeps things moving. She asks about other people, but volunteered nothing about herself.

When asked about what activities there were in Fairmount Heights to meet adult needs, she said that there was nothing she knew of that would stimulate any intellectual interest. However, she feels that there is a definite lack of support by adults for nearly anything. The mayor is planning a free raffle (turkeys, hams, pies) in several days to try to elicit better attendance at council meetings.

Frankly, she says, High John is an asset to the community, but she and other adults that she knows consider a library to be a support for formal education. It has very little relevance to adults. She points out that her problem-solving is done through contacts--sorting the proper contact for the need--and that this sort of immediate knowledge a librarian is apt to lack. Mrs. Porter sees the library as valuable for the children and of possible value to the elderly as a place to gather, but does not seem to see any real meaning for the adults.

Contact #3

Of all the neighborhood workers that have attended the UCAP meetings Mrs. S and Mrs. T have been the least vocal. It was hoped that in this conversation the two workers would comment more freely on their own ideas. The two wanted to meet at the municipal building an hour before their meeting on Friday. The interviewer and the two workers met and began to talk. The interviewer asked first if the two workers could give a general listing of the different organizations operating in Fairmount Heights -- this had been mentioned in the phone calls made to arrange the time and place of meeting. Neither could think of many and one went out to get Mrs. D "who would know about that sort of thing". Mrs. D listed the Teen Club and tots program at the municipal building, two girl scout troupes (one at the municipal building, one at the Incarnation Catholic Church), and a boys' club that is at the moment defunct, the Homemakers' Club, Senior Citizens Club, the activities at High John, various churches that had organizations, the Civic Associations, various P.T.A.'s and three clubs for men, each having a meeting place (Elks, V.F.W., Masonic Temple).

The fact was mentioned that the transfer of High John to the county was taking place, and the interviewer said that she hoped that the three ladies would make themselves known to the new librarian and would make use of the facilities for their meetings, and projects. Mrs. D said she doubted if Fairmount Heights people would go to High John too much, as they had been accustomed for years to gathering at the municipal building. However, the people in Chapel Oaks and Cedar Heights had no such building and were reasonably near the library.

Mrs. D asked if the local board would still be used, and if Evelyn Parker and Willie Lovette would remain at the library. The interviewer said she believed that Mrs. Parker and Mrs. Lovette would continue to work with High John. Mrs. D was asked if she had ever been associated with the library boards, and she said that earlier she had, but was no longer involved. She said she could see no way that such a board would be effective, and was told that it offered possibilities in making the library aware of community needs and responses to its efforts. Mrs. D replied that she felt the new board should be given an opportunity and time to show their worth before others criticized or gave advice. Mrs. T agreed very quickly with this. Mrs. S remarked that people in the community understood it was their right to use the building, and when they wanted it, they would ask. She added, "We think the library is there for good now."

THE BOX*

Albert J. LaRose

School of Library and Information Services
University of Maryland
College Park, Maryland

January 1969

Student project for L270,
Library Service to the Disadvantaged

*High John Library newspaper

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[This issue of <u>The Box</u> was not appended to Mr. LaRose's original report. In his report he writes of "putting it together" but it was not issued until after he submitted his report. <u>Ed.</u>]	
Appendix E. [Mr. LaRose achieved his wish to start something at High John that would continue without him. This Appendix consists of copies of <u>The Box</u> issued after he left the Project. <u>Ed.</u>]	

*Appendices omitted due to irreproducibility. Ed.

Introduction:

"Problem. The general area of Fairmount Heights is characterized by low income and mobility of population, poor housing, substandard public services and other factors which tend to produce children who are insecure, emotionally unstable, undernourished, and who have weak motivation towards academic pursuits.

"The educationally disadvantaged child will be even more of a disadvantaged adult if he does not master the basic academic skills relative to problems of conceptualization, analysis and synthesis. As important as these cognitive competencies are, effective participation in the society demands personal-social affective adequacy. Thus questions of motivation, attitude, valuing, self-concept, life-space perception, aspiration, and affiliation-alienation are of equal importance."¹

There is a "need for specialized curriculum and programs designed to meet the specific learning character and cultural deficiency of children attending schools in the communities of the Fairmount Heights area"², and specifically for programs to improve pupils' self-concept, and to increase their facility in the use of the language."³

This is the problem to which I address myself.

Choice of a Project:

"The most effective materials in gaining the attention of the disadvantaged will be those created by people who have lived slum life....The most effective use of materials requires the involvement of neighborhood residents."⁴

"Programs for teen-agers in disadvantaged areas which have received the best response have been those involving identification either with a racial or cultural hero, or with another teenager...and are characterized by aggressive, inventive, highly flexible and personalized approaches to individuals within the disadvantaged community. The libraries which succeeded in reaching non-users were those which related...media, services and materials to real life situations and needs within the experience of individuals in the community served."⁶

The line of endeavor which most nearly meets the needs defined by the Prince George's County Board of Education, and which most nearly conforms to those characteristics found to be present in successful library programs, is that of writing.⁷

There are three writing projects dealing with the disadvantaged that I am aware of. The first came about in 1963 when a probation officer called Mrs. Carolyn Bull of the Arlington (Va.) Public Library to try to find help for a young man who was in danger of violating parole. She found that he and other members of the Blue Angels gang in Arlington, enjoyed writing. They started meeting once a week at the library and eventually published an anthology called The Walkers.⁸

The second and more widely known effort occurred in Watts after the 1965 riots, when Budd Schulberg set up a "Creative Writers' Workshop." After a long, slow start Schulberg's shop grew to 30 members, and produced a major volume, From the Ashes. Another, Black Phoenix, is under way.⁹

The third came in 1966 out of Baltimore -- Chicory. [App. omtd. Ed.] This I chose as my model. I was unsure enough of my relations with the people of the community not to try to set up a workshop session, as did Mrs. Bull; unsure enough of my own ability not to claim the critic-tutorial role, as did Schulberg; and also unsure that my objectives would permit so selective an approach to my contributors as that of Mrs. Bull or Schulberg, or even Chicory. I felt that it would be sufficient to create and have one's creations held up to be seen by one's peers--one need not create particularly well.

Instituting the Project:

This presented some small problem at first...I was scared witless. For the first three weeks or so when I went to High John I felt totally irrelevant. It was an entirely unfamiliar situation, and I had never before had occasion to construct a role that was suitable in that particular context. It required three weeks to start to establish one.

My come-on (the first issue of the paper) was low keyed. It consisted of a single printed page containing two attention getters (one humorous, one shock value), an introduction for the paper in two sections, 17 appeals for material, and eight commitments to publish it (Appendix A.).

The University ran off 500 copies of this sheet, which I divided unequally between High John and the three schools in the area (elementary, jr. high, and high). The librarians at the schools were kind enough to commit themselves to distribution. Mrs. Henderson at the elementary school took extraordinary pains to distribute copies to all the children who came through the library, as well as to the teachers in the school. In that classes are held in the library I believe that a fairly large percentage of the (reading) elementary school students received copies.

At the high school copies were distributed to the English teachers, but past this point there appears to have been but selective dissemination.

In the jr. high the first and second issues were distributed in the library, but the third faced both Christman vacation and the Hong Kong flue and received less attention.

At High John I literally scattered copies on all the tables and about the book racks, a liberty I didn't feel free to take at the school libraries. I also tried to personally hand copies to each individual at the library once a night for the first three or four days after an issue came out, and ask with each, "What have you put in THE BOX this week?"

This, incidentally, was the origin of the name. I had tried to elicit a name for two issues, but by the third had reached the conclusion that the inconvenience of not being able to call it anything was an effective argument for a name.

I tried to distribute to the schools at such a time as to be able to hand them out as the kids left the schools, but with only limited success due to poor timing.

In each of the libraries I placed a large box, chosen for the graphic design on the outside, and labeled THE BOX. High John's is prominently displayed. The jr. high and elementary schools' are visible, and that at the high school is prominent when it is visible, but periodically ends up under the check-out counter.

Predictably, seven out of the 13 items I published in the second issue (750 copies, see Appendix B)* came from the elementary school. The other six came from the box at High John. Four of the total were jokes in current vogue, and one poem was plagiarized from elsewhere.

After the second issue (the first containing contributions) was out, I started getting some very fine things (See Vol. 1, no. 3, Appendix C)*; several from the high school (Mary Coates, Michelle Davis) and jr. high (Margaret Spriggs).

The third issue (1300 copies) came out about three weeks after the second. This delay was largely due to an unsuccessful attempt to delegate the editorial function to two girls who had contributed to the second issue and who had expressed a willingness to take over the paper. This issue hit the schools a few days before Christmas vacation. In addition, High John was closed down for a number of reasons within the same period. Facing these obstacles I still received enough response to put a fourth issue together by the seventh of January (two days after Christmas vacation ended). The responsibility for reproduction and collation has been assumed by Prince Georges County Memorial Library and it should be ready for distribution by January 10 (1200 copies -- the jr. high school lowered its commitment) [app. D.]

Analysis:

The existence of High John undoubtedly put Fairmount Heights in a receptive frame of mind. I encountered no hostility and at worst, reserve, from the teens I spoke with. The relative success of this project is in large measure due to the work of the staff since the library was set up.

Role theory holds that an individual constructs by trial, error, and inference, a set of roles for use in the various situations he normally encounters. His effectiveness in any given context is a function of how well he has

*Appendices omitted due to irreproducibility. ed.

defined the particular role that pertains to the situation, and is also a function of the relevance of the role to that situation. When I state that it took me three weeks to assemble a role for High John I am not referring to a professional role, but to my personal orientation in a face to face contact with a young black man who knows as little of my world as I know of his.

Now it is very difficult to stand still and wait for a new role to construct itself. Social isolation can be devastating, and as a defense one automatically tries to force a strange situation into a familiar mold and then say "Oh yes, now I understand what is going on." I believe that in the High John context this can be a mistake, in that an appropriate response in one context may be an inappropriate response in another. An acceptable behavioral norm for a kid off the streets of Fairmount Heights might not be considered acceptable by middle class standards. Conversely, I find it plausible to imagine that my middle class behavioral norms, or even my 'swinging', 'cool', or 'hip', norms might be as incongruous in his world.

Prejudice also means preconceived judgment, and by establishing the need for a High John, one establishes preconceptions about the people there ("The general area of Fairmount Heights is characterized by..."). If one operates solely on these generalized preconceptions and pre-existing reality structures, rather than developing an understanding of the social norms of any particular reality, it could emasculate a program designed to promote self-actualization in a Fairmount Heights teenager, either by alienating the teenager, or by convincing the worker that the kid doesn't care, or both.

I was reluctant to put my name on the paper. Many of the programs in this type of situation seem to derive their sustenance from the personal relationships involved. In that this project was intended to continue after I left the area I felt that I should avoid strong identification of the paper with myself lest the 'man become the program'.

My method of distribution was slipshod. I will have to make more dependable arrangements with the schools and find other points in the community to deposit copies and set up drop-boxes. These should be relatively permanent (dependable), i.e. a list of locations in the back of the issue should enable one to find copies and a drop-box (under the check-out counter is not good enough).

I found that the greater the lag between issues, the less responsive my readers were. Most of the contributions came within three days after an issue hit the streets. Further, on my visits in, eg. the second or third week after, the response was generally "I've seen that one," and no contributions. Two weeks would seem to be the maximum tolerable lag between issues until I develop a wider base and following. I hope to set up a regular publication schedule now that P.G. is running it off.

The personal and persistent delivery to individuals seems to be worth the effort. Mr. Lovette informs me that at least a few contributions have come in specifically because of this approach, and interestingly, because I happen to have on occasion hit the same individuals three nights in a row. There seems to be a saturation principle here.

My efforts to get local editorship were premature. I had hoped to identify the paper as a totally local effort. Unfortunately I underestimated the editorial function. This consists of correcting mis-spellings and grammar, and supplying (or omitting) punctuation, in so far as it does not detract from the meaning or effect of the piece. I also tried to intersperse the pieces to achieve an even content level (my two editors grouped them by class), and to give some thought to format. Last, but of importance, I typed the copy.

These technical details seemed to be significant in determining whether the girls could simply assume control of the paper. I was naive in assuming it would be no great project; they returned it.

The quality of reproduction of the second and third copies was not high. This was in large part due to my own failure to proof-read the stencils. The mechanics of reproduction were split here, in that the stencils were typed at High John by the HJ secretary and then carried to the university for reproduction. In the interests of speed they were transported by anyone making the trip, and I let them be run off without trying to track them down before reproduction.

Even after making the copy myself I found it difficult to decipher some of the contributions. This failure to proof-read the stencils also resulted in at least three typographical errors which significantly detracted from the contributions, one case in which the authorship of a poem was wrongly attributed, and the complete omission of one piece of running prose. This may have had measurable impact on my response in subsequent issues. Again, the centralization at P.G. should help here.

There seems to be an exploitable condition in the High John situation which could be of use in any project of this nature: that is the need to help. Though not a universal characteristic, there is a need to do something, anything of value on the part of some of these young people. On one occasion I walked into HJ with an armload of THE BOX and one of the fellows offered to distribute them. The overpowering implication of "May I distribute them," and without much assurance that the request would be granted, quite staggered me. Back to the role definition aspect--I had evolved by that time to light banter, and what little empathy I have informs me that my affirmative response made him think I was laughing at him. He has not come forth since.

As a further indication of this need to help, several of the people who have come to HJ more than once have been surprised when some six or seven

year old asks hopefully if he can open the car door for them. Mr. Lovette reports that with an initial membership of 52 people in his Video Club they found a need for 26 committees, each with its chairman. Most eloquent was the testimony given by Kat. Kat works part time at HJ as general handyman and 'thing doer'. One day Kat reflected to Dick Moses and Willie Lovette, "You know...before you came...there was nothin'."

I think this has significance. Schulberg said "It had been naive or callow to think that I could go to Watts for three hours of a single afternoon once a week....Many of these writers would fall apart because they had no address, no base, no center, no anchor."¹⁰ I don't believe we can afford many unsuccessful efforts. When we go 'back to the drawing board' we leave only..."nothin'."

Conclusion:

All in all the paper seems to be well received. A medium for self-expression has a place in this type of community. I am receiving too many 'valid' contributions to believe otherwise. Mr. Lovette informs me that after a particularly long time lapse between issues he is approached with questions as to "What happened to the guy on the motorcycle?" and "Are they going to put out more of these?"

Most conclusive is the mute tribute of all the heads bowed over the new issue five minutes after it reaches High John.

--ooOoo--

Footnotes and References:

1. Schmidt, William S. Superintendent, Board of Education of Prince George's County. ORGANIZATIONAL PATTERNS AND EXPLORATORY PROGRAMS TO IMPROVE EDUCATION FOR THE FAIRMOUNT HEIGHTS AND CONTINGENT AREAS. A Planning Grant Application Under Title III-P.L. 89-10. (Extract) In: FAIRMOUNT HEIGHTS AREA PROJECT. A report prepared by Fairmount Heights Area Project Staff for the Board of Education, Prince George's County, Maryland, December, 1967, p. 168.
2. Ibid., p.169.
3. Fairmount Heights Area Project Staff. Ibid., p.160 (emphasis added).
4. National Book Committee, Inc. NEIGHBORHOOD LIBRARY CENTERS AND SERVICES. A Study. Second edition. National Book Committee, Inc., October, 1967, p.19.
5. Ibid., p.15 (emphasis added).
6. Ibid., p.4.
7. "Of the many and varied encouragements and inducements to writing within the scope of ENGLISH IN EVERY CLASSROOM, none has been more consistently successful than the journal....Wherever they have been included within the school program, they seem to have pleased the teacher and student alike." Fader, Daniel, and Elton B. McNeil. HOOKED ON BOOKS: PROGRAM AND PROOF. New York, Berkeley, 1968, p.35.

"Whether written inside or outside of class, whether legible or barely intelligible, whether a sentence, a paragraph, or a page--each entry is another building block in the structure of the students literacy." Ibid., p.36.

"Writing is a deliberate action. The writer has time to construct his sentences; to test the grammar of each; to arrange the parts so they sound well....and to revise....Furthermore, the speaker profits by skills he acquires in the practice of writing." Furness, Edna Sue. "Parallels in speaking and writing." In: EDUCATION, Vol. 80., No. 5, January, 1960, pp. 264-267.

"Both speech and writing are useful in identifying mental confusion, and in clarifying the think-in process." Ibid.

"One teacher has observed that he gets a good deal of personal writing outside of class, but that the diarist recedes into the background when the students are called upon to write in their journals in class." Fader, Op. Cit., p.37.

"When a child turns his eyes inward he gets an image of himself--of who and what he is....With his inner eye he takes the measure of himself...and compares this self-view, for better or for worse, with the way others see him....The quest for a sense of identity continues throughout every man's life." Ibid., p.202.

"But the expectations of people are built into the system. People reinforce positives. The best way to influence self-perception is through success." Reid, Ann. Lecture to L270 class, SLIS, University of Maryland, December, 1968.

After Lester wrote his poems at W. J. Maxey Boys' Training School, Whitmore Lake, Mich.: "A relative few months of accomplishment--perhaps the first unqualified success of his life--had begun a process powerful enough to change a passive, effeminate, obnoxious boy into an aggressive, masculine, obnoxious boy."

When the poems were 'published' at Maxey's, Lester was lionized, and 35 more poets were discovered. Fader, Op. Cit., p.42.

"As language took on real value, as speed with a dictionary and ability to write for the school newspaper and literary magazine became a means for achieving peer esteem, the average weekly production in the journal increased slowly but surely." Ibid., p.37.

"Just because our kids are mostly high school dropouts doesn't mean they're dumb....These kids are so frustrated they're going out of their minds. Some of them literally. They need motivation--stimulation." (Neighborhood worker) Schulberg, Budd. FROM THE ASHES, New York, New American Library, 1967, p.5.

"The work of Budd Schulberg in Watts and of Mrs. Carolyn Bull in the Arlington, Virginia, Public Library in encouraging disadvantaged and rebellious young adults to write out their anguish and frustration in stories and poems has given young adults an opportunity to create their own materials." National Book Committee, Op. Cit., p.19.

"The workers in a project called Street Corner Research in Cambridge, Mass., have found that nothing more than the opportunity to talk openly and freely about themselves and their lives, to people who would listen without judging, and who were interested in them as human beings rather than as problems to be solved or disposed of, has totally remade the lives and personalities of a number of confirmed and seemingly hopeless juvenile delinquents." Holt, John. HOW CHILDREN FAIL. New York, Delta, n.d., p.174.

"I've never seen anything like this. Kids who were running the streets just like I was in Harlem are spending the whole afternoon reading poetry to each other. They've got a real live creative atmosphere going here, man! That's worth more than a whole calendar full of conferences on what to do about ghettos." (Claude Brown) Schulberg, Op. Cit., p24.

"Enabling a member of the poverty "culture" to gain power over the symbolic systems of the affluent "culture" improves the possibility of breaking the cycle Mandlin describes." ("...The prospect for... improvement depends on access to education, which in turn depends upon neighborhood resources, the result is a circular pattern of relations which for the moment leaves the individual helpless." p.1) National Book Committee, Op. Cit., p.2.

"The only way children can learn to get meaning out of symbols, to turn other people's symbols into a kind of reality or a mental model of reality, is by learning to turn their own reality into symbols." Hold, Op. Cit., p.180.

8. National Book Committee, Op. Cit., 16.
9. Schulberg, Op. Cit., p.19.
10. Ibid., p.24.

Vol. 1, No. 1, November, 1968

Fairmount Heights, I.d.

LOOK! No title!

LOOK! No content!

Look, this is ridiculous!

WHAT DO YOU HAVE TO SAY FOR YOURSELF?

Nothing?

then keep shuffling.

Somethin'?

then tell me. I'll put it in print.

I'll put your name under it. I'll spread what you have to say as far as
I can reach.

I AM THE HEART OF HIGH JOHN.

I AM THE VOICE OF HIGH JOHN.

GIVE ME WORDS TO SPEAK.

GIVE ME A NAME.

TELL IT LIKE IT IS.

Tell me stories

tell me jokes

I'll print them.

Tell me your complaints

tell me your poetry

I'll print

them all

and spread them as far as I can reach.

I'll tell the world.

The people in Watts write.

The people in the C.A.P. in Baltimore write, and call the sheet CHICORY.

The Blue Angels gang in Arlington writes. They sold a book called THE WALKER.

It was full of beautiful poetry.

So tell me. Give me a soul. Give me a name, an identity.

Write a name for

me on the back of this sheet; write a poem on the back of this sheet; write
a story, a song, anything you want to say on the back of this sheet --
drop it in THE BOX at High John or at the Bookmobile.

I'll print it...

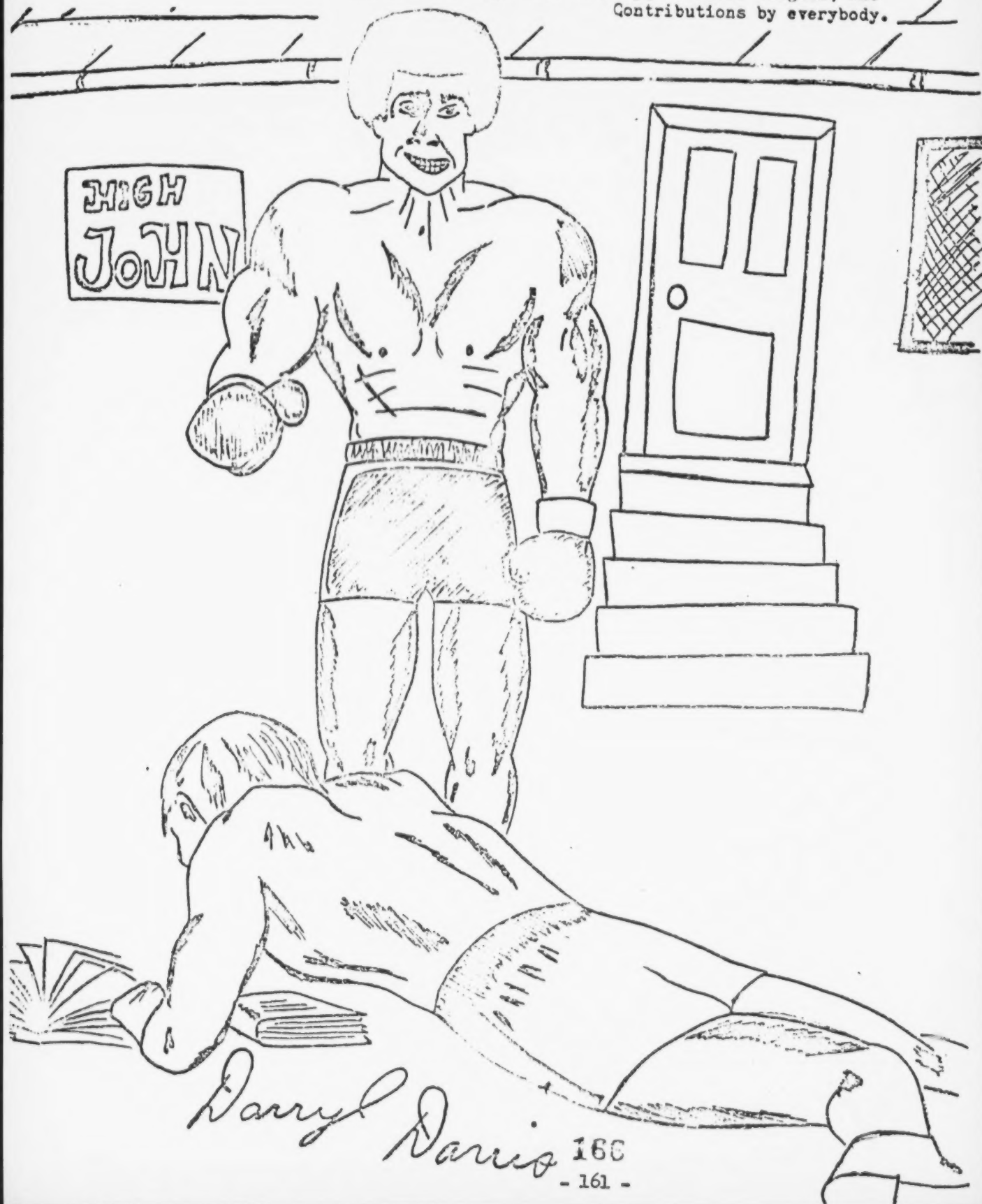
and spread it as far as I can reach.

The Box

Volume 2, No. 1, January 14, 1969

Appendix D to
LaRose Report

Published at High John Library, Fairmont Heights, Md.
Contributions by everybody.



With Abject Apologies:

In the last issue:

We left a line out of Mary Coates' essay on love and hate. It should have read in part:

"When we try to show our want to be a part of this ever-changing, double-standard, 20th Century Society, the place where we all must live, work, suffer and die, we are turned back and we are turned down."

The poem:

"Pretty flowers, red and blue are
Here in my garden just for you."

should have read:

"Pretty flowers, red and blue are
Here in my gran juist for you."

The poem was contributed by
Gilbert Borland

Michelle Davis' "You're too late" should have ended:

I'll be one hundred miles two hundred miles three hundred
miles four hundred miles away from you. Now I wont have to
suffer any more.

The following bit of running prose was omitted entirely:

high john is our kind of place so clean and pretty place i
saw a cat there i saw a dog there there everywhere old
macdonald had a farm e i o and B O was his name o

I've forgotten who wrote it.

I'll try to do better in the future.

More on Julia:

I think Julia is a very becoming picture. It is very funny. I think Julia and the people who look like Julia will learn a very important lesson.

D. Balls

Opinions of High John's Video Club:

I think it is a wonderful club and that there should be more like it.

David Newman

It is a very good video club. Andria O.

High John's Video Club is fun and crazy. Shirley Johnson

High John's Video Club is the best thing that ever happened to High John
(besides its opening). Andrea Mishoe

The club at High John is wild to me. Clarence Elliott

As a member of the Video Club I think that they have a great thing going for themselves, so if I were you, I'd come down to the hip place. It's groovy!!!

Vernice Johnson

As the Vice-President of the Video Club I think it's groovy because I like to see myself on T.V. The only thing wrong is that we don't have enough people in the club. If you will come to High John Library and sign up, I think you will have the same thrills and excitement that I had.

Deborah Muskelly, Video Club Vice-President

I think the Video Club is very hip. The teens get to go places and I think there should be more teens in the club now, "so get it together," come to High John and meet the wonderful teens in the club so you can see what I mean.

Marlene Rice

Contributions:

Long time ago, there lived an old man who loved to cut down trees in the forest. And every day of his life he would cut down a tree.

So one day, he started out, and his good wife packed his lunch. Then he began to cut down a tree. All of a sudden a little elf came before him, and said "Please don't cut my tree down. I'll grant you a wish, but you must not tell a thing." Then the woodman went home and sat down in front of the fireplace. Then all the morning's work came back to the woodman. He told his tale right out, from the beginning to the very end. As he told his tale his nose started to grow and grow.

When he made an end, his wife burst out. There he sat, and his nose was a longer thing than a link of ink. He gave a pull but it stuck. They both gave a pull till they had nigh pulled the nose off, but it stuck. Then he made his wish in a hurry and there it was in a dish on the table: a hot dog.

By Regina Young

Little Jack Horner sat in the corner,
watching the girls go by.
Along came a beauty, he said hellow cutie,
and that's how he got his black eye.

Mable Roseby

* * *

Come one come all to High John. It's a swinging place, books, magazines and newspapers to read. It's a fun place. Also movies to look at. High John is a wonderful place to visit. It's in the neighborhood of Fairmont Heights, 6100 Lee Place. The librarians are Miss Gerri Hall, Kay Ecelbarger, Willie Lovette and Miss Montieria Hightower.

The Ace everyone knows, Gregory (Rat) Robinson
The Kid of High John

* * *

KROSSWORDS by

K
A
T



Across:

1. First name of the author of "Manschild in the Promised Land."
7. Speedy car and a name of a magazine.
8. King of a group of South American Indian tribes.
10. Part of a circle.
11. Past tense of 'eat.'

Down:

1. A short talk.
2. Not short.
3. Name of an energy.
4. Abbreviation for United Red Cross.
5. Female deer.
6. To send to school.
9. Slang for 'slick guy.'
10. Beast.
11. To value.

Answer on page 6.

Chico, Chico, Chico

By Carolyn Savoy

I loved Chico
And so did you

Whoever killed Chico
That's a sin against you

Day by day
He sat in his cage

Bothering no one
Just resting his sage

Teasing and hitting him
all of the time

If he didn't belong to High John
I'd swear he was mine

* * *

Words Straight From My Heart

By Carolyn Savoy

Although I am young,
Great hopes and fears
Are in my heart
For future years.

I start adventures,
Brave and new.
When problems arise
What shall I do?

Experience!
Which comes with age
I strive to gain
But Wisdom sage
So far away
And all perplexed,
I sit and wonder
What comes next.

In my success
I do believe
I long to give,
Not just receive.

To meet with happy
Heart life's test,
To falter never
But do my best

To my mother
Who gave me aid
When I was young
And so afraid.

So good by
Wish me luck and more
As I pass
From that friendly door.

Something About a Book

By Carolyn Savoy

Students of today who are the scientists of tomorrow can gain invaluable help from this handbook. It is today's best guide in the field of experimentation by youthful scientists.

Any young scientists in elementary school or in junior or senior secondary school can, with the help of this book, learn many vitally useful steps in the methods of getting started in science.

There are more than a thousand ideas for work projects and experiments - the most valuable tools of learning. Thirty-six outstanding students describe in detail how they did their honors winning projects. Scientists have collaborated in suggesting ideas for important things to do for exhibits in science fairs.

Here also the student will discover how to find the book that he has been searching for, or the materials needed for many varied experiments. There are over three hundred science books and magazines listed.

This particular one is Science Projects handbook.

* * *

Twinkletoes

When the sun
Shines through the leaves of the apple-tree,
When the sun
Makes shadows of the leaves of the apple-tree,
Then I pass
On the grass
From one leaf to another
From one leaf to its brother
Tip-toe, tip-toe!
Here I go!

A.A. Milne

Contributed by D. Balls

* * *

On Christmas eve

All the children

were tucked in the beds

Morning was come.

The tree was all

Decorated. The

Presents were

Under the tree and

Soon the children

Were awake.

The Children were all playing

With their toys

And everybody lived happily ever after.

Wayne Taylor

K R O S S W O R D S

A by
T answers:

Across:

1. Claude
7. Hotrod
8. Inca
10. Arc
11. Ate

Down:

1. Chat
2. Long
3. Atomic
4. U.R.C.
5. Doe
6. Educate
9. Cat
10. Animal
11. Appreciate

(Krazy)

Is Anybody Out There Section:

Is anyone interested in a creative writers' workshop? Should we try to set one up? Drop your opinions in the Box.

Question of the week:

You've all heard the expression "Find your thing and do it." What's your thing?

* * *

DO YOU HAVE ANYTHING TO SAY? Put it in the BOX. The BOX is in the library at school and at High John. Ask the Librarian.

The Soul of hip

RECORD ADVERTISING, INC.



The BOX

Vol. 2, No. 3
Feb. 7, 1969
Fairmount Heights, Md.

Handwritten signature or initials.

More on High John's Video Club:

I think High John's Video Club is hip and cool. High John's club is soul to my heart. I think its a very nice place. The people at High John are very nice. Doretha Postell

In response to the question "Why the big change to 'Black':

Ther reason for that is they don't want to be called Negro or "nigger". They like "Black" better. Gregory Saxton

The reason the Negro or the colored person wants to be called "Black" is because of the two sayings, "Black is beautiful" and "I'm black and I'm proud". Neal Wood

The reason why the big change is because if the white people come to our school there's going to be a fight, and some black people don't like whites. Jackie Greene

I think that some people want the black neighborhoods to be messy and junky. I think the people should leave the black schools with black people and the white schools with white people. Barbara Beatty

Contributions:

Roses are red

Sugar is sweet

If I was you

I'd clean my feet.

Richard Saxton

...

Say it loud, I'm black and proud.
The whites think they are hip.
Let the blacks show who's running the ship.
The Whites think they are cute
But the Blacks know they are cute
Because they are hip, soul people.

Soul Sister Renee Butler

...

Will the Negroes Ever get Respect?

When I found out that Martin Luther King was shot my first thoughts were that the right of the Negro to be equal will never be won. WHAT will this world come to? Will the Negroes ever be free, or will the world just come to an end and burn up in an area of nothing. To me this world will end with the whites still disrespecting us, the Negro still fighting for freedom and half our families still fighting over in Viet Nam. I also think it was wrong for them to go out and burn the stores down and take what they wanted. Instead they should have been home praying that somewhere, somehow, the Negro will be free, free at last. Not really free, but equal to be treated like the whites and not like trash, to be so when we are walking the streets the whites wont have to turn their heads away from us like we're trash, but look up to us like we're people with a race and not to be treated as though we are a disgrace to this bad human race. I think we should be treated with respect. And last but not least, what we really need is someone to get in the presidency who is going to help the Negroes get where we belong so that we may be respected as Negroes, and treated like others. Helene L. Queen

Graduation

Cinnamon and rayon,
Jet and coconut eyes,
Earlene R. Smith
Smooths the skirt at her thighs.

Mama, portly oven,
Brings reminders from the kitchen
Where the people all are icebergs
Wrapped in checks and wealthy.

"Diploma" in its new frame:
Earlene R. Smith,
Eating chicken,
Tells her mama she's a typist
And the clicking of the keys
Will spell the name
Of a job in a fine office
Far removed from band oven,
Cookstove, and iceberg's kitchen.

Mama said "Praise Jesus!!"
'Til then
I'll bring home chicken!!

The "Diploma" bursts its frame
To scatter star dust in their eyes.

Mama said "Praise Jesus!"
The colored race will rise!

Mama said "Praise Jesus"

Then,
Because she's tired.

Earlene R. Smith

Whatever I write, it's soul talk.

Peggy (Soul Sister) Corbett

* * *

To get out of sight you have to get up tight.

Barbara Beatty

* * *

freddy moved into a new house he liked his room he liked the streets who
will be my friend he asked he rolled his ball to a little dog he rolled
his ball to a cat they did not roll it back who will be my friend he
asked i am your friend said the policeman
said the mailman
said the street cleaner

doretha postell

* * *

I flew my kite

One bright blue day

Light yellow-orangey away

Above the tip tall tops of trees

With little drops from breeze to breeze

With little rises and surprises

And the string would sing to these

I flew my kite

One white new day

Bright orange-yellow and gay

Against the clouds. I flew it through

The cloudiness of one or two

Careering veering disappearing

String to fingers tight and true.

I flew my kite

One dole-dark day

Dull orange image in the grey

When not a single bird would fly

So windy wet and wild a sky

Of little languors and great angers

Kite good-by good-by good-by

Contributed by Mervin Brown

* * *

I bet I can tell you the score before the game starts.

What is it?

Nothing to nothing.

Love (M.D.)

* * *

What does the term "Soul" mean? The term "Soul" to me means Black. With
Soul you are everything. But without soul you are nothing. So get with the
"In Group" and get hip with the soulful people...S.O.U.L. Soul test...
Sock it to me...

Nennie Williams

* * *

Facts of Mrs. Parker: She is a very nice
person. She's hip and in the groove. Mrs. Parker is cool, class and collective

(1)

* * *

A Note of Appreciation

I want to thank Mrs. Murphy and Mr. Lovette for making it possible for me to see the dancers at Lisner Auditorium Friday, Jan. 10. You may not think so, but just seeing it meant a lot to me, because friends have been asking me to do something constructive. I told them that I wanted to take creative dancing. I thought that it would be thrilling to see what it was like first. With Mrs. Murphy's and Mr. Lovette's help, I found an exciting experience.

I am now taking dancing with Mrs. Parker.

Thank you, Carolyn Savoy

. . .

A good listener not only is popular everywhere but also knows something after while.

How easy it is the night before to get up early the next morning.

Tanya (T.J.) Williams

. . .

I. Do you know that Soul really is? Let's talk about it.

Soul is giving a neighbor the shirt off of your back if he is in greater need than you.

Soul is trying to teach a brother or sister what you have learned.

Soul is loving your enemy because you know he has a reason.

Soul is striving to learn and grasp all you can while the chance is high.

Soul is being non-destructive.

Soul is taking advantage of every privilege.

Soul is respecting others.

Soul is when one feels confidence in one's self.

Soul is when your sis or brother need a hand and you can't say no.

II. Soul is Education!! The very roots!

When you reach this stage of soulfulness I will crown you personally.

Thank you

"Soul of High John"

one and only

Mrs. Parker

. . .

Riddle time:

Must push, pull, slide, or swing. About seven feet tall, sometimes light, sometimes heavy. Do you have the "key"?

DOOR

Held in hand, each end different, corrects its mistakes, leaves its marks.

PENCIL

Always 'hungry', noisy, works best with water, hard on silverware.

GARBAGE DISPOSAL

Helene L. Queen

Another New Year,
Carolyn Savoy

I was born on time
About fifteen years ago
To see sixty-nine
And the wonders that glow.

I know you and I
Will soon get bolder
Because every new year
Makes us a year older.

"Advice"

So take all of your vitamins
And eat proper meals
Because the longer your life
The better your thrills.

. . .

If Minnie Mouse married Sam Skirt her name
would be Minnie Skirt.

A man walking down the street saw a little boy who was very
tan. The man asked, "Are you tan from the sun?" The boy answered "No, I'm John
from the Earth."

How? I know a way to get down off of here.

Are you kidding? I'll get half-
way down and you'll turn it
off.

I'll turn on the flashlight and you
climb down the beam.

Tanya Williams

. . .

We as a people must learn to live together harmoniously. We must learn that
to strive and move forward we need to move as one, meaning learning to
understand each other.

Before we can gain any ground or headway we must and have to get this
togetherness. Lets forget this separation jazz.

Learn more about each other. Let's not judge by color of skin but as our
King has said, by Content of Character.

Anon.

. . .

Why did the man throw the clock out of the window?

He wanted to see time fly.

How does a man get down off an elephant?

You don't get down off an
elephant. You get down
off a goose.

Stephen Wilkinson

. . .

One morning I was sitting in my chair and I said

Shirley, what side are you on? The Black side or the White side?
and she said

I don't have two colors on my side.

Charlotte Wheeler

* * *

Contributions not included in this issue were by:

Denise Sanford, Naomi Kingsborough

Personals:

Soul Sis Corbett:

So draw one.

Q. of the week:

Anybody dig MOD SQUAD? Why? or Why not? Think deep.

* * *

The BOX is made up of contributions by the people of Fairmount Heights and will print what you have to say.

The BOX is published every two weeks and is distributed at:

Fairmount Heights Elementary School, in the library.

Fairmount Heights High School, in the library.

Mary Bethuen Jr. High School, in the library.

Suburban Barber Shop, 1109 Addison Road

Ebony Barber Shop, 5717 Sheriff Road

Social Services Office, 6001 Sheriff Road

High John Library, 6100 Lee Place

Collection boxes for contributions and cover pictures are at each of these places. Do you have anything to say? Put it in The BOX.

The Box

Vol. 2, No. 6 April 11, 1969
Fairmount Heights, Md. 20027

A Hook for

HIGH

JOHN

LIBRARY



Henry Ellis

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IT'S YOUR BOX

Write about things as you see and feel them. They will
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Collection and distribution
via High John Library

WHAT DOES IT MEAN TO BE BLACK?

To a man in a "minority" race, (so insignificantly) called, "BLACK";
What does this race mean?
What's in it for him?
Why must he fulfill certain dreams of his own?
Why must he not only think "Negro" thoughts
Or "All-American" thoughts,
But of and as a greater majority,
"BLACK" thoughts?

"BLACK POWER IS BEAUTIFUL" is the cry heard in the streets,
But to that little "Negro" man
What does "black" in this sense mean?
For him to be black,
He must begin to realize that this "black" that is "beautiful"
Refers not to his color,
(Because according to HIS heritage he may or may not be "black" of skin)
But black refers specifically to his Quality of Spirit.

To the poor, black, ghetto man,
"Black Power is Beautiful" means:
A brighter tomorrow where because of that "quality of spirit"
He may be able to reach a level even higher than his dreams of today,
Where he will be able to slap his black friend on the back, say,
"Well done, black brother! I'm with you 'till the end!",
And walk home with his eyes forward and conscience clear;
It is where mountains are fed,
Where he can love whom he wants to love,
Hate whom he wants to,
Live where and with whom he wants to,
And, above all, have what he wants without some person of another race
Telling him that this is not what he wants and that
He doesn't know what he wants or is looking for.

To the middle class "Negro",
Working only to preserve his life at a monetary value;
Being black means being "destructive", "headstrong", "violent", representing
"Activism",
And "rushing headlong into situations with senseless plans, indirectly
leading to the eventual division of the human races",
His thinking is so set that he works determinedly to:
"Mind my own business", using the phrase:
"I am not my brother's keeper" as an excuse;
The truth is, that although you are not your "brother's keeper",
You ARE the caretaker of your children's future;
Don't feel bad if you meet that "fork in the road",
Where you don't know whether to be one or the other,
Because, you can't be one without truly being the other.

To the old black man sitting in the rocking chair,
 Listening to his grandchildren relating to him what they learned
 in school about governments,
 History, and the like;
 He rocks harder than ever when his grown children reflect what is
 happening in "our world today"
 When they arrive home from their downtown (for which they fought
 and earned);
 To this man, black is a state of being able to live, relate
 and reflect on the society building his life;
 And as one or two tears, escaping from the deepest depths of an old
 man's heart,
 Roll down a cheek once slapped/marred for thinking black,
 He is able to reflect also upon the years before when he was known
 as a "nigger" and
 Nothing more; the times when there were no "niggers" educated;
 The time whenever he got a break from his menial chores,
 He secluded himself from all of his work,
 And he prayed for a freedom yet to be know to the "blacks" of
 America; for
 Being black to him means being recognized in a human society as a
 human and being
 Willing to challenge "the system",
 To live and breathe as a black man;
 To eat and sleep as a black man;
 To have an entire dialect and language dedicated to the black man;
 To think and act as a black man;
 And, although he is very old, he can feel a black spirit;
 He feels it so moving that on his dying bed, and with one last
 fleeting breath,
 He may even cry, "God bless all blacks everywhere!"

To a growing teenager:
 A growing black man;
 Realizing the urgency of his involvement in the society
 Realizing the need for his race to outshine all others in a society;
 The need for his voice in the voices of today's America;
 The need and search for something black to believe in;
 Feeling an urge raging in him as a black person;
 And for the first time in a history of any people;
 He is feeling his place and beginning to establish it upon a pedestal.
 Being the one who has been steadily called "nigger" from amongst
 an "integrated" society;
 Being the one who has, at one time or another, loved a "hunky";
 Being the one to make tomorrow's "black" decisions for a predominantly
 "white" society;
 He can really tell you like it is.

He is the part that receives the hardest blow of all,
From the blackjacks of segregationism, retreat, inferiority,
and prejudices.

Why? Because it's a known fact that the black teenager is so invulnerable
To the most different societies' younger generations that;
He can knock heads with any combination of these generations
And come up with sensible plans.
And yet, out of these plans, you can immediately spot the part
our "black" boy contributed.
Say what about the quality of spirit?
Yes, it grows: and literally stems from what we call the
"black youth of today".

And to that black woman -
Awakening to an inherited body of beauty:
Crescent heads of close cropped hair, full lips - celebrated for
their softness,
Supple bodies and eyes heavy with dreams;
And with that PROUD BLACK MAN, she implies an only solution,
SOUL with SOUL!

To the black clergy believing in a black Christ;
Demanding black church control and participation;
No longer able to be led by white priests and nuns,
Repeatedly establishing that there will be no united church,
Until the black people are preaching and able to run the church
with the renaming of churches after black saints and black people
on parish councils,
Realizing the irony in the white man's thinking;
"Black men ought to help themselves," they said;
Now, after we got together for self-help, "It's black racism!"
To them, being black is wanting part of the religious action;
A dream of, not just enough black-thinking white clergy,
But enough genuine clergy ready to brave segregationist blasphemy;
And to place much emphasis on worshipping a color type Christ as "material";
In opposition to that of the spiritual context.

And, finally the African thinking of "black"

is

"SOUL THINKING"

Being able to put yourself in a black brother's place,
Not trying to prove that you are as good as or better than the
white man, because
The entire world knows you are;
Realizing that thoughts among thoughts assimilate plans;
And black plans aren't anywhere near "shots in the dark";
But black hands and minds tired of a routine system
And trying to beat it by reaching out for the far out ideas of
new societies.

Are you the man in a "minority" race?
Are you the "Negro" not knowing that "Black is beautiful"?
Are you that "middle class Negro" preserving your life for a
monetary value?
If you are one of these, you can be proud of the fact that,
You have established yourself apart from the black guarantees of life.
Are you that proud, black grandfather who hears that "impossible dream"
of freedom materialize?
Are you that black teenager constantly called "nigger" and having to
make black-white decisions that may influence your entire life?
Are you that black woman realizing your body beauty and your duty
in bearing black children; establishing with your man a solution
to many problems, "SOUL with SOUL"?
Are you that black clergyman believing in a black Christ, the renaming
of churches after black saints, and black men on parish councils?
If you are that person, then you have proven that, YOU ARE A TRUE BLACK!
And you have the privilege of calling your quality of spirit and
spirit of quality SOUL!

AND YOU KNOW WHAT "BLACK" MEANS.

Janice Singleton

IT'S HERE TOO

When I arrived in Viet Nam, I was at a loss as to what to expect, for I had heard so many different versions as to what Viet Nam was like.

I found out very quick. Evidently our white counterparts had misinformed the people of South Viet Nam about the Black America. I was in Viet Nam three days when one of the mama-sans tried to persuade me to give her a dollar (MPC) ¹ for fifty-cents piastre ² ... She made it very clear that I was getting a bargain, which was totally the opposite. So I gather that the whites must have said we were dumb.

I arrived at the Province of Pleiku, home of my present unit. I was exploring the city of Pleiku not more than four days later. Strolling down one of the main arteries I had a small Vietnamese child run up to me, rub my arm and then run away giggling. From that I gathered that the whites had told the Vietnamese that our pigmentation rubs off.

The plight of the Black G.I. in Viet Nam is a tragic one. He is subject to indignities such as these and then is the subject of undue bias in his unit.

But this just serves to make us closer together, which is good.

Why anyone would drag discrimination halfway around the globe is puzzling to me. It adds another war to the present one. Is this the American dream? If so someone please tap me on the shoulder and say "Hey this is the American dream, and here is proof."

1. MPC - Military Pay Certificate - used by the military to control the outflow of gold from the U.S.
2. Piastre - Vietnamese currency, Five dollars MPC is equal to five dollars and ninety cents piastre.

Richard Paire

Note: The above was submitted to THE BOX by a local serviceman now serving in Viet Nam. Issues of THE BOX have been mailed to him by a friend.

PEACE

Peace is a big word with five letters in it.
Peace means to me understanding, united, etc.
I wish we had peace, don't you?

Joyce Chalmers

SPRING HAS SPRUNG

Spring has sprung and birds have come.
The flowers have risen from the ground.
Spring has sprung with no coats on and shorts up past your knees
and the weather is 60 degrees.
Spring has sprung with the nice fresh air and growing trees full of
pears and pools full of silly fools.
And children go out to play while they say: "Yippi!!! Let's get the
ball and jump the wall."

Leslie Stith

A POEM

Love is in the air
And the wind is fair.

Mrs. Pill went up the hill
With Jack and Jill.

I went down the hall
And I rolled a ball.

1, 2, 3, look at Willie Lee
3, 4, 5, look at him drive.

Soul Soul
Sister
Zita Rice

KISSING

Kissing is a proper noun,
Standing up or sitting down,
Active junction, Present tense,
To kiss a boy is common sense,
To kiss a miss is not unlawful
But to miss a kiss is something awful.

Soul Sister
Nennie of "70"

All around the old tree bush
The black man chased the white one.

Joyce Chalmers

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GET OFF THAT GLUE

Hey man get off that glue before it's too late,
Pull yourself together and try and go it straight.

Man you are a slave when you're snorting from that bag,
As long as you're hung on glue, you'll always be a drag.

You think it's really good each time you get your kicks,
You are taking a beating and you'll always wind up sick.

See that glue will blow your mind and put fire in your head,
You'll wake up late one morning and find your own self dead.

You're no good any more, you're going straight down hill,
If you're not sniffing glue, then heavy on the pills.

Once you were very wise, and your decision was very strong,
But now that you are hung on glue everything you do is wrong.

It's your thing and you know what you want to do,
But you'll live a lot longer if you give up sniffing glue.

If you need help to make up your mind today,
Then please don't hesitate, come down to High John right away.

Willie Lovette

REVIEW

REVIEW

REVIEW

The HJ Players proved themselves to be great once again. On March 6th the players traveled to Cheltenham Boys Village to entertain some 500 inmates. Once again they received six curtain calls after each and a standing ovation.

Kat Robinson

The Magnificent was very powerful as he went into his bag as Sidney Poitier and Jim Brown.

Carolyn Savoy

A natural born actress delivered a supreme performance in her portrayal of Winifred.

Vernice Johnson

Proved to be the performer of the day as she performed with all Heart and Soul and delivered her lines as if she was a Hollywood Starlet.

Thomas Black

Turned in a fine performance in the role of Tony and received spontaneous applause throughout the play for his well delivered lines.

Gloria Grant

of Family Services who worked with Willie Lovette and the players was able to attend the performance along with the group and was very pleased with the results.

Willie Lovette

Director of the Play feels that the job was well done but far from being the best. This play is to be presented at the Morgan School March 20th to a group of graduate Social Workers, from Howard University.

Willie Lovette

Let's get in the Groove and study, study hard. Learn and grasp all that you can. Going to school might seem like a drag but you can't make it without this bag. Teachers want to help you get ahead, because they know without Education you just can't earn that Bread.

So forget about going steady and all that jive, make Education first in each of your lives.

You're swinging and missing the Boat at the same time. You'd better Stop! and take hold to that line. You can't afford to let Education pass you by, Man, because when you're older to have missed the Boat will surely make you cry. I have faith in each and every one of you, so do your thing with Education and do it now. Make every day a new experience in Education for YOU!!!

Sol of PJ
Evelyn Parker

Old King Cole was a merry old soul, and
a merry old soul was he
He called for his glass and he called
for crushed ice to show his ingenuity.

Nadine Stanley

The grass lives, goes to sleep,
lives again, and has no name
for it, Soul Brother.
The black people are
hip and neat. They know
how to eat with manners
They can fight good to
protect their Soul.

Michael Martin

Black Power
What is it
What can you do with it?
You can't eat it, you can't
fight it. So why do we need it?
That is the question. Now you try to answer it.

This is not by Shakespeare
by Soul Sister Nadine Stanley

SOUL

Soul is a creative word with four letters in it.
Black people have it, and white people don't.

Carla Dees

Joe: "If you don't marry me, I'm going to hang myself from that lamp post in front of your house."

Zoe: "Oh, please don't do that. You know father doesn't want you hanging around here."

Darlene Washington
Soul Girl

"MY HOROSCOPE"

I have only but
one hope
And that is to know
my Horoscope.

What does it mean
I do not know
My birthday's in August
So I'm Leo

What is Leo
Or what does it do
Does it mean I have
to be faithful and true.

Does it mean to be
good or bad
or one way or another
you'll end up bad,
Why am I sitting here
so pale and ordinary
When I can walk
down to High John Library

I have but
one hope
And that is to know
my Horoscope

Carolyn Savoy

A lot of Black People in this country today are always saying that they're non-violent, when they really aren't, at least not with each other. Sure, they're non-violent, when a white man comes into their home and takes one of their parents or relatives out and want to string them up. But as soon as a Black man so much as looks at him hard, he's ready to fight, shoot or cut him. This only goes to show that there is an inconsistency.

Michael Parks

THE BLACK ATHLETE DREAMS

I am a Black Athlete with a mind of black thinking:
Knowing and caring to realize and apply myself,
Because of my true blackness.

I am determined to regroup myself not as a Negro,
But as a proud member of the Afro-American set.
I should be able to realize that because I am
Black,

I will run faster, fight harder, bat farther, and
jump higher.
My Blackness had determined my capacity of performance.

I must be conscious of the fact that I can
only be better at my sport,
Because I'm black.

I have to remind myself constantly that I will
do my best as a black athlete.

To aspire my highest dreams of accomplishment
as an athlete dedicated to the black
cause and to become another black
champion.

Because of my black heritage, my performance must
be to the best of my ability;

My ability, influenced by black words, dreams,
and actions,

Will excel much farther than the abilities of my
competitors.

However individually I may think;

I must remember to work with my team,

Whether it be black or white,

To show to them that a black man's skills and
abilities

Are needed for their success;

I will not concentrate myself around myself;

But I will concentrate myself around my team-
mates.

To prove to them that the black man is determined
to establish himself

With an accomplishment.

When I think and try to imagine the world where
blacks are to whites and skin is to man,

I remember many of our leaders who have died
for the black cause.

Those leaders whose words, hopes, dreams, and
actions,

Have led us to strive forward to a better freedom.

Such words, such beautiful words, as:
 "I have a Dream...Of Climbing a Mountain
 and looking down on the other side and
 seeing black and white together", and
 Some men ask "Why?" and do nothing, ask
 'Why not' To get something done."
 And these words have led me to thinking onward;
 Why do our elders repeatedly demand of us to
 use our heads, when
 In the same frame of mind they supported a
 government of racism
 With the same idea at its core?
 Then it came to me that (although they were very
 slow coming)
 The ideas of individual thinking and
 The realization that all men are of one blood,
 Have suddenly caused a new government in which
 I may take part,
 And my children may take part.
 This is where I belong; Where I have secured
 my future and,
 I will not relinquish it's position.
 Therefore; You will know me when I do my thing;
 When I have forged the chain that links us to
 the past;
 Where blood was shed and shared to secure my
 future;
 When I have destroyed the feeling of dissension
 and distortion upon the brow of
 my heritage;
 You will know me, because my head will be
 high;
 Realizing that we can be brought down again,
 I will strive until I know that every black
 mouth is fed;
 Every black foot is shod; and every roof
 housing blacks is shingled
 You will know me by the familiarity of my determination
 to reach my destiny,
 To let the world know that I am proud of my past;
 To resolve to willingly promote my black brothers
 in freedom struggles,
 And finally, you know me by my proudness and my
 discovery of an identity,
 Because: I was nobody,
 I was called a "Nigger,"
 I am black and
 I am proud!!!

Janice Singleton

LET'S SPELL IT LOUD AND CLEAR

B -- is for bondage which the black man has been in many years.

L -- is for love we would like to be able to give.

A -- is for ambition. Set your goals high.

C -- is for communication, Black and White must get together.

K -- is for the Knavery that has been bestowed upon us by our aggressor.

Sol of High John
Evelyn Parker

Why did mother flea cry?
Her son had gone to the dog.

Cheryl Williams

TOP TEN

1. Its your thing
2. Grazing in the grass
3. Baby I like what you're doing to me
4. Run away child
Its so hard to do
6. Foolish Fool
7. I don't know why (I Love you)
8. I don't want nobody to give
me nothing
9. Meditation
10. Give it up or turn it loose

Peggy Soul Corbett

I wonder why they say Love is strange.
Maybe it's because you always get a tingling
feeling when someone you love comes near.

Soul Sis Renee Butler

Doris: "Do you really love me, dear?"
Boris: "You know I do sweetheart"
Doris: "Would you die for me?"
Boris: "No, my pet. Mine is an undying love

J. L. C.

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ATTENTION!!! ATTENTION!!!

Do you have friends or relatives in the Armed Services?

Would you like to send them a copy of the BOX, at our expense?
Write their full name and address and drop it in the nearest BOX
at High John, Bethune Jr. High, Fairmount Heights, High. There are
several Servicemen receiving copies already.

In the summer I feel like playing, it's so hot and sweaty. I like to
go to the beach, I like to drink cold sodas, go on a picnic, eat
potato salad and chicken, and then go for a ride in a go-cart.

Dictated to Mama

Stephen Parker
Age 6

In Summer it makes me feel Happy. And I like to go swimming and boxing.
Some times I like to do Karate. And I like to go to High John Library.

Gilbert Dorsey
Age 9

Summer makes me feel so gay and happy because winter's over.

Anonymous

Ms. Sixty: Women are a delusion

Ms. Twenty: Yes, but men are always hugging some delusion or other.

Valerie Payne

HOW DOES SUMMER MAKE YOU FEEL?

Well, summer makes me feel nappy, gay, and excited and thrilled!
So I can jump up in the air and jump again. And go to the beach and have
a lot of fun! Then when we go home and eat. Oh, how full I'll be after
I get finish eating then I go to bed. And when I get up again, I'll do
the same thing every morning.

And that's How Summer makes
me F E E L

Maurice Hollman

Abraham Lincoln was a good old man,
He washed his face in the frying pan,
One thing wrong, he wasn't black,
So lets let it stand at that!

Regina Cunningham

Lovette's List of Learning

Name the Author of the books below, give first and last name of Author.
Please return entry blank to High John or drop it in the nearest Box.
If you are winner your name will appear in our next Box, and a prize
will be given.

1. Who Speaks for the Negro
2. From Here to Eternity
3. Pleasures of Peyton Place
4. The President's Plane is Missing
5. Going to Meet the Man
6. Zorba the Greek
7. The Out Sider
8. Catch 22
9. Rosemary's Baby
10. The Green Berets
11. In White America
12. Black Like Me
13. Stride Toward Freedom

Can you name these five people

1. The Raw Pearl
2. Casey
3. Soul on Ice
4. Nigger
5. Yes I Can

Name _____ Age _____
School _____ Address _____
Phone No. _____ Have you ever been to High John? _____

TOWARD A METHOD OF EXPANDING THE COMMUNICATION NETWORK
OF A SELECTED GROUP OF WOMEN OF FAIRMOUNT HEIGHTS
THROUGH THE HIGH JOHN LIBRARY

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January 1969

Student report on field work in L270,
Library Service to the Disadvantaged

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Introduction

In the eighteen months in which High John Library has been in operation, a variety of activities have been undertaken. With few exceptions, these activities have been directed at the youth in the community, from pre-school children through young adults. By comparison the adult population has been neglected. There are reasons for this neglect. As a new institution in the community, High John could not be expected to take on the full continuum of potential library activities at one time. Considerable staff time and effort was necessary to establish the library physically, besides getting to know, and becoming a part of, the community. Furthermore, adults are usually the segment of the population most difficult to reach. Young people have fewer responsibilities and demands on their time than do adults. Also, they tend to be more enthusiastic and receptive to new things. It is quite reasonable, then, that High John should have concentrated its initial efforts on the youth of Fairmount Heights.

Now, having more or less settled into the community, High John is in a position to begin filling some of the gaps in its program. Having established a clientele, the library can work toward expanding it. It has been my purpose to explore some means of reaching the women of Fairmount Heights through the High John Library.

The Public Library Service Ideal

Before discussing the project, let me indicate my personal conception of what public library service should be. The function of a library is to serve as a catalyst in the communication process. This is done by individuals and groups both indirectly and directly with access to sources of communications from other people and things, and to outlets for self-expression. The means employed by any given library to fulfill this function must inevitably be determined by the level of communication sophistication in the community being served. Where people have access to specialized facilities for such forms of communication as art, music, theater, meetings, studying, writing, etc., the library need not duplicate these services. In a community where all other communication functions are adequately served by other means, the traditional role of collecting and dispensing printed matter may well be the main purpose of the library. Such a library could fulfill its communication obligations by letting people know where and how to avail themselves of the variety of communication forms.

However, few, if any, communities are likely to fit this description. Consequently, public libraries need to transcend their traditional role and adapt themselves to meet the communication needs and demands of the individual communities they serve. In many instances the library has a function more elementary than meeting expressed communication needs and demands. This primary function is that of establishing public awareness of what, how, where and why communication can, and does, take place. In

this context, then, it seems entirely appropriate for High John to reach out to the women in Fairmount Heights in an attempt to enlarge their communication network.

The Target Group

Two main considerations went into my choice of non-working housewives as the target population for this project. The first consideration was purely practical. The fact that these are the people in the community who are most nearly always at home makes them relatively captive subjects for contact. In fact, while this assumption may well be valid, it proved to be useless for my purpose. The second factor in my decision is more important. It would seem that since these women are tied to their immediate neighborhoods by their children and, commonly, by lack of transportation as well, their communication networks are particularly limited. Given communicative activities of interest and relevance to the housewives of Fairmount Heights, this now untapped potential clientele could become one of the focal points of the program at High John. The economically advantaged counterparts of these women constitute one of the largest library user groups.

Objectives

The primary objectives of this project are threefold: 1) to help a group of non-working women in Fairmount Heights achieve awareness, understanding, and interest in the activities and resources at High John; 2) to obtain individual and group use of High John resources and participation in activities at High John by these women; and 3) to encourage the interest and participation of these women in developing relevant programs at High John for themselves and for other members of the community. Before these objectives could begin to be met some method of achieving them had to be devised. This necessary first step has been the object of my efforts.

Procedures

The approaches suggested themselves for involving housewives in High John activities. One plan was to set up some particular program of activities for the women and then try to get them to come. This idea was dismissed on the basis that without knowing the women one could not establish a meaningful program for them. Furthermore, a program imposed on the community in this way would not interest the women insofar as it would not be responsive to their needs as they see them. Adopting an exploratory approach, I set about getting to know some women in the community--hoping to elicit ideas and action from them. This second approach failed soundly for a variety of reasons.

A good entry point to the community seemed to be through women who already had a connection with the library. For this reason I narrowed my target group down to the mothers of the children involved in the

pre-school program at High John. Attempts were made to meet with these women at pre-school sessions when movies of their children would be shown. Weather, illness, disinterest, and a general scarcity of mothers prevented these meetings from taking place. Other attempts to meet with the women individually fell through for similar reasons.

My next step was to follow a lead to a woman who had expressed interest to a staff member in working with High John in some capacity. In a phone conversation with this woman she expressed definite interest in the idea of activities at the library specifically for the women in the community. She agreed to meet with Evelyn Parker and me to discuss the matter further. That appointment was not kept and several attempts to contact the lady since have been fruitless. However, both Mrs. Parker and I are convinced of the woman's genuine interest in High John and of her potential as a leader in women's activities at the library.

Conclusions

These exploratory contacts have led me to some conclusions. The approach I automatically dismissed at the beginning has its merits. Secondly, despite my negative soundings, the exploratory approach, too, has its advantages. In order to launch a program involving the women of Fairmount Heights, both plans need to be utilized.

For people who do not live highly organized lives along lines adopted by the middle classes, "planning" and "discussing" are neither particularly relevant nor interesting. Personal contacts for brief periods at irregular intervals of time are likewise not very relevant to the women of this community.

The initial efforts to establish a link between High John and the housewives of the community needs to come quite solidly from High John. The women in the community are unlikely to come to the library until there is a very specific reason for them to do so. Once their interest has been aroused, participation can be developed along the lines of their own direction. Without their subsequent participation the program would become meaningless. Whether or not High John can provide the impetus for women to become engaged in self-directed activities at the library remains to be seen.

Recommendations

As the next step toward finding out whether High John can provide this impetus I propose the following:

1. Establish specific consistent hours each week when the housewives in the community are encouraged to come to the library.
2. Publicize these hours and let people know what special activities are taking place.

3. If time is arranged on a once-a-week basis, use that time for a planned activity (see below).
4. If more than one time a week can be arranged, use the additional periods for purely social get-togethers (browsing, talking, etc.).
5. Make arrangements to handle children so women will be free to bring their pre-schoolers along to any of these women's hours.
6. Offer refreshments each time.
7. Offer transportation to those who otherwise might stay away.
8. At the first sign of interest, give someone partial responsibility for a near future women's hour.
9. Make sure people feel missed but not pressured when they don't come.

Suggested Activities

1. Films:
"Ages and Stages" series about child development. Available at Prince Georges library films department. Show as many as interest warrants.
2. Field trips:
Iverson Hall
Smithsonian Museum
Smithsonian Anacostia Museum
Visit nursing home with Evelyn Parker to read and talk to the residents.
3. Work with Willie Lovette using video equipment to make a movie.
4. TV viewing and discussion. (Soap opera plots may lead to short story or book plots.)
5. Any activities suggested by the women would have priority.

By the end of about three months this program could be measured in terms of the objectives mentioned earlier. I have little doubt that these objectives can be met. The only question is to what degree.

Typical Contacts at High John

September visits to High John

1. Talked with Gerri Hall about library and community in general.
2. Talked with Evelyn Parker about project and the women in the community.

October visits

1. Surveyed neighborhood. Drove, walked and observed area for about three hours.
2. Visited Mrs. Braxton with Kitty Kinzer. Discussed Girl Scout troop and other community activities.

November visits

- 12th Attended pre-school session. Picked up the children and met two mothers briefly (time for introductions only).
- 19th Movies planned for mothers of pre-schoolers. Cancelled at last minute.
- 26th Meeting with mothers of pre-schoolers planned. Last-minute cancellations again.

December visits

- 3rd Met with Evelyn Parker to discuss possibilities other than pre-schoolers' mothers for project.
- 6th Met with Evelyn and contacted Mrs. Davis re work with women at High John.
- 9th Appointment to meet with Mrs. Davis at High John. No show. (Been calling her regularly since without success in reaching her.)

Comments: Except for the Tuesday afternoons in November, all my visits were made between 9:00 a.m. and about 12:30 p.m. At that time of day, the library always seemed deserted. In all my visits I never met a patron in the library. Merely someone besides the staff could be utilizing the building in the mornings.

My inability to go to High John at other times of the day probably was part of my problem in establishing contacts, though I can't be sure.

OUTREACH TO NON-ENGLISH SPEAKING RESIDENTS

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May 1969

Student report on field work in L270,
Library Service to the Disadvantaged

- 200 -

The public library in this county has recently expanded its services, added variety to the materials available and constructed buildings. But a significant user group has been neglected, the non-English speaking people. It is difficult to determine just how many residents in this area fall into this category; the only source of information is the list of aliens kept by the immigration offices. The 1970 census should give a more accurate statement of their numbers.

At the present time there are roughly 10,000 in the county, and during the spring of 1969 the number motivated to enroll in basic English classes was 250. Those enrolled were to be my prime target for study, for this was a group obviously dissatisfied with the status quo, who wished to make changes. Those who were parents of school aged children wanted to keep up with the children in their second language. Those who were working needed to increase their knowledge in English to keep their jobs or to advance to a higher position.

The library's position in all of this is that of an information specialist and an aide to adult education. To what other public or private agency could an individual turn to receive help in either instance? The public library, to be truly effective, cannot afford to ignore any group, regardless of how small or inarticulate they might be for to do so is to cause a great waste of manpower and usefulness for the county and the individual. Happy and useful citizens are better equipped to live in modern society than persons who are unable to adjust to changing conditions.

I chose my client group close to where I hope to work in the future, assuming that the same library-classroom contacts could be maintained later. It is my intention that this project become a continuous program of introducing new foreign residents to the local facilities and services.

The small branch library I chose was across the street from one high school where adult literacy classes were offered by the Board of Education. This branch had received from the adult services offices a list of all basic English classes offered in the county with place, time and the teachers' names specified. In addition the branch librarians were encouraged to contact the classes closest to their own branch and offer help to students and teachers.

The librarian of the branch where I had worked one year previously suggested that we could work together on the project I had in mind: to get the two literacy classes close-by into the library and to help the library make an assessment of their needs and interests.

I went to the school one night when the classes were being held and introduced myself to the teachers. The beginning English teacher was a Negro gentleman, who regularly taught Spanish. He showed me his class record. Fifteen persons had registered in September but by March only three regulars remained, two Japanese wives of American servicemen and

one Cuban male. The teacher said he would call the other students to notify them of the coming visit.

The intermediate class taught by a young woman had originally enrolled thirty, but by spring only fifteen came regularly. These students were primarily from Spanish speaking countries, Cuba and Honduras. In addition there were two teen-agers from India, who attend the local schools, and two young men, one from France, and one from Italy. The women were generally middle-aged housewives with children in school.

This young woman was an English teacher, working with the foreign born for the first time. She was happy to receive help in identifying books or periodicals which the students would find interesting, useful, and somewhat on their reading level.

Both classes had experienced a great many dropouts with the colder weather and the increasingly difficult lessons. The night I attended they were using their books to read a telephone conversation aloud to be corrected by the teacher.

Arrangements were made for the branch librarian and me to return with samples of materials and with a presentation about the local library. Between the first and second visit I checked various book-lists put out by the American Library Association and others found them extremely juvenile, primarily fiction and of limited usefulness for this group. Since this source offered little hope we searched in the vertical files and on the shelves for specific materials which might be considered interesting. One category of material was American government, history and citizenship. We chose the American Citizenship Series in simplified English, the DAR Citizenship booklets, others showing steps in the naturalization process, and juvenile books on the Declaration of Independence and the Constitution. We gathered up some of the ARCO study books, e.g., English Made Simple, How to Pass Employment Tests, and others related to job opportunities. The vertical files contained various pamphlets on child care, consumer buying, health care, etc. One one week earlier the librarian had ordered newly published materials currently available for adults-beginning-to-read. These included pamphlets on child care, food preparation, sewing, etc. Much of this material has been purchased by the county library and will be processed and distributed to branches as quickly as possible. We borrowed from Book Selection the samples which were used by librarians in making their selections for purchase.

The Wednesday night of the talk we carried two book bags full to the classroom (both classes met together that evening) and spread them out. As the students looked over them we noticed that a few of the books from the children's collection, "The First Book of the Constitution" and a how-to-fix-it book, were ignored, probably because the format looked too childish, but the government documents on citizenship, child care, sewing, cooking and machinery were considered the most interesting.

I arranged to talk with each student individually, and asked them to fill out a form I had designed for the purpose of finding out more about them. We asked for NAME, AGE, COUNTRY OF BIRTH, HOW LONG IN USA, MEMBERS OF FAMILY (number), and INTERESTS. (See Appendix A.) Most of them had trouble filling them out alone, but it was useful especially to see the answers for INTERESTS. These included baseball and science for the teen-agers, cars for the Italian, books to learn English (probably meant grammar) stories, and once I had mentioned phonograph records, they added records, plus all kinds of books on American history for naturalization study.

The talk given by the librarian emphasized the idea of free use of the library to check out books, pamphlets, periodicals, and records. Free use and circulation as we know it is not a general practice in many countries. She referred to the permanent reference collection, the local newspapers, job opportunity lists of the county, notification of rabies vaccination clinics, X-Ray mobile schedules, the program announcements of local events, and concluded with samples of library cards which would have to be filled out upon the first visit, and a copy of branch hours, address, and telephone for each student. She assured the listeners that there would be someone on the staff ready to assist them in filling out the card and in choosing materials. An invitation was made for the students to attend as a class, with an additional talk at that time in the library about how to find specific things, and arrangements for interlibrary loans.

As a result of the warm reception we had received from these two classes it seemed the next step would be to expand the project to include all the basic English class students. To reach the other classes individually would be difficult and time consuming so I wondered if the county library system with their printing facilities would print a special brochure of welcome to the county and an invitation to visit the local library and have it distributed by the Board of Education to the students.

I telephoned the Board of Education and it was discovered that the only person interested and knowledgeable about this target group was the coordinator of the basic English classes, who was the one responsible for their existence. He said that the only way they had discovered the number of foreign born was through a list from the immigration service. This year's program which had attracted 250 enrollees was highly experimental. Next year's expanded program would be in effect with classes held, not in beginning, intermediate, and advanced classes, but as English for Spanish speakers, English for Japanese speakers, etc. A new type of text would be used. He asked for copy of the list of pamphlets up for order from adult services. In addition Americanization courses will be offered and a counseling service set up, such as legal aid, job opportunities, housing and welfare. This would appear to be a perfect place for a librarian to run.

One purpose in contacting him was to ask if it would be possible to have a special brochure printed by the library, distributed through the teachers of the evening classes, with an accompanying bookmark containing lists of useful materials. He was very interested in the idea, and consequently issued a memorandum to the effect that as a part of class work, each class must make a trip to the library. In addition he offered to print any materials I wished if the library refused to become involved.

It took two trips to adult services of the library before acceptance of the type of brochure I wanted was obtained. It was to be based on the standard one of introduction used by the library which is ambiguous and difficult for a regular library user to understand, let alone a newcomer to the language. It seemed important to me to make a special effort to contact this specific group which was already motivated to improve their lot, to give them encouragement, and a special invitation of welcome to strangers who are far from their home and the cultural values they have grown up with.

During this time telephone contacts had been made on behalf of this special group throughout the county to see if there were any other agencies, governmental, private, or church-related, who were serving the foreign born. Catholic, Baptist, Lutheran, and Seventh-Day Adventist churches were telephoned, and the reactions were identical. None of them was aware that there were people in the community who might find it difficult to communicate with others, or who might have unmet needs. No other English classes were offered by any groups, including the YMCA. On the Andrews Air Force Base, naturalization courses are offered by the Officers' Wives Club for wives married to Air Force personnel.

Any contact with Social Welfare or Community Action Groups was futile; they also did not believe that there were enough foreign born to make any attempt to reach them or provide services to fulfill their needs. There is a Cuban Refugee Assistance program in the county limited to Cubans of course. I asked about the poverty programs and welfare benefits, and the official replied: If they came in, applied, and were eligible they would be considered. But how are they going to be able to read where to go, and what they might receive?

It is a tremendous adjustment to make a new life in an adopted country, whether the move was prompted by choice, or by process of elimination, there was no where else to go. They don't understand the American's way of life, his language, his work, habits, his play, his food, his laws, his institutions, or anything else. Adjustments are less difficult if there is some kind of guidance from family, neighbors, or even officials; perhaps from schools, churches, libraries, or government agencies. Many hesitate to ask questions because they may be ashamed they don't know such a simple thing, or afraid they will not make themselves understood in broken English. So when you are fortunate to have an identified group, eager to learn, willing to sacrifice time

and energy, then certainly they should have the benefit of anything available to the public in general.

Another phase of the problem is the homesickness and longing for things familiar, perhaps even the fear that their children will forget their heritage and their family language. For this reason we wanted to include the large collection of foreign language books in the main library and available by interlibrary loan from Amos Pratt Free Library of Baltimore. In addition, a few of the branches carry foreign language newspapers and periodicals.

Still another element could be the possibility that these very same people could be highly educated in their own language, or highly skilled, but because of language problems and lack of knowledge of local conditions be working in a job much below their capacity.

A program such as this by the library could indirectly be a small part of the "War on Poverty." For those who want to get ahead must know the language of the country in which they live and the cultural values as well. If we should reach only one member of a family and help to keep the spark of ambition burning, before apathy sets in, we have made some progress toward aiding that person, and all around him with whom he has contact.

Taking into consideration the benefits of such an outreach to a new clientele, the library agreed to print the introduction-invitation brochures to be distributed through the classes and throughout the branches. The bookmarklet with special interest materials, including call numbers to help in locating them, would be made up.

The booklists compiled by the Committee on Reading Improvement for Adults of the American Library Association are generally too juvenile. Until recently the only books with simple words were children's books, but the publishers are finally becoming aware of the desperate need for entirely new publications. There is at this time increased interest in adult-beginning-to-read materials, and it is hoped that studies being done now will result in a comprehensive bibliography that will be a useful tool for public librarians.

The specific problem is the low subject interest in the prepared lists available at this time; also, a large percentage of the items are fiction. This appears to be out of proportion to the requests we had, in desiring useful materials over pleasure reading.

Two months passed by before the class visit could be arranged. In June, I attended the class visit of the intermediate English class to the library. Fifteen students and the teacher arrived at 7:30 p.m. The branch librarian had hunted up a number of periodicals, records, pamphlets and had spread them on the tables in the children's room, as that room was easier to use for a group discussion in the evening.

The librarian gave a short talk, holding up examples of various types of literature. Then we walked around the library, pointing out the new books cart, the periodicals to be circulated, the book catalog to use in finding specific items, and then we filled out the individual library cards. Many of them took things from the tables, primarily grammar books, and new pamphlets that are good for word study. One of the teen-agers checked out several records, mostly folk songs. The Frenchman wanted a book in French, so he checked the lists of those received by the county and by Anoch Pratt Free Library of Baltimore, and was very pleased to recognize titles he had already read, and he listed those he wanted to reserve. The teen-age girl wanted a grammar work book and an algebra study book. One young woman took out an American history booklet for naturalization. As a group they were interested in everything in the library, asked about the hours, other branches near their homes, and the limit on the number of articles to be checked out each time.

In assessing the value or results of this particular project it would readily be admitted that only fifteen out of the thirty to thirty-five persons contacted actually made it to the library, filled out a card and carried materials home. The administration did not print the folders or bookmarks in time for distribution before classes were discontinued in June. Nevertheless they will be printed and distributed to the various branches as well as to the Board of Education.

The adult services and some of the branch librarians have become more aware of still another clientele, the non-English speaking, foreign born, through the discussion for a new brochure aimed at this group, and through the new look in book selection for adults beginning to read.

The primary difficulty in becoming aware of and in starting a project such as this is in the identifying of the group, their needs, their capacities and their desires. The next step is to determine the method of approach: Is it to bring them into the library or take the library to them?

I would recommend that contacting the Board of Education will give an indication of the resident makeup of the area, and it will reveal classes already being offered, if any, and perhaps a suggestion of methods to reach these people. Each librarian should get out into his own community as often as possible if he expects to learn who lives there and what they expect to receive from their library in the way of services.

In-service training for librarians in methods of meeting the foreign born, in conducting class visits with them or in selecting materials relevant to their needs would be extremely useful. As experience in these contacts enables the individual to understand better what is needed, and what is available, a bibliography of books, newspapers, periodicals and records could be developed to aid the administrator or desk assistant in helping the client choose just the right book.

Description of Typical Contacts

Lidia Martinez

Age 24; born in Cuba; been in U.S.A. 11 months; seems to be single or living alone; has interest in business, history, short stories and language records.

Maria Ramos

Age 27; born in Honduras; been in U.S.A. 18 months or less; seems to have no family in the U.S.; is interested in history, short stories and books which will help her learn English.

Endorico Perez

Age 42; born in Cuba; been in U.S.A. 2 years; has a family of 8; is interested in learning English.

Audies Vallerin

Age 23; born in Spain; been in U.S.A. 8 months; seems to have no family in the U.S.; interested in literature.

Iqbal Sarai

Age 14; born in India; been in U.S.A. 2 years or less; is part of 9-member family; interested in baseball.

Kulwant Sarai

Presumably Iqbal's sibling, Kulwant has been in the U.S. for 2 years, is 16 and interested in science.

Mario Landolfi

Age 24; born in Italy; been in U.S.A. 4 years or less; 3 members in family; interested in cars.

Dora Cavilan

Age 40; born in Cuba; been in U.S.A. 15 months; 3 members in family; is interested in records and learning English.

PERLUTTER THEORETICAL MODEL OF SOCIAL AGENCY DEVELOPMENT
APPLIED TO THE HIGH JOHN LIBRARY EXPERIMENT

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This report is part of the analytical study
of the High John Project

Introduction

Felice Perlmutter has developed a "Theoretical Model" of social agency development. When viewed within the model, the relationships between the High John Library, the University of Maryland School of Library and Information Services and the Prince Georges County Memorial Library System can be explained with some understanding. Perlmutter suggests that like the development in human personality the social agency goes through stages of growth. In the "Theoretical Model" the three stages are, (1) self-interest, (2) professionalism, and (3) social interest. It is suggested that a social agency will react to situations in certain behavioral modes depending on the stage of development. Eight variables of behavior are examined. They are (a) external social-economic conditions, (b) ideology, (c) institutional mission, (d) organizational elites, (e) services, (f) clients, (g) structure of authority and (h) inter-system relationships. Specifically at the High John Library during 1969 the presence of inputs of each social agency developmental stage created conflicts. Some of the dynamics of the interactions of the stages will be discussed in this paper.

Brief Discussion of Variables in the Perlmutter Model

(a) External social-economic conditions provide the initial motivation for establishing a social agency. When there is an improvement in the conditions the agency may move into Stage 2. (b) The ideology behind a social agency is at work from the beginning. Generally the ideology coincides with the values of society at large. A change in the emphases on certain values may mark a new developmental stage. (c) The institutional mission is defined as the true commitment of the organization. Emphasis may be internally or externally directed.

(d) Organizational elites within agency comprise the leadership. The identity of the agency is shaped as these leaders place emphasis on certain values. (e) Services are the visible implementation of the values at work in the social agency. (f) Clients are the people the agency serves. (g) The structure of authority has a direct correlation to the stage of development. Is it centralized or decentralized? Finally, (h) inter-system relationships will show the agency's stage in that the agency will seek out organizations with similar values.

Phase I. The Stage of Self-Interest

High John Library was conceived by professional educators as a response to the need for innovation and experimentation in librarianship. The original investigators were particularly concerned with the library profession's relationship to the deprived areas of our society. Paul Wasserman stated early in the experiment:

The university has been too disengaged, too detached. It belongs in this kind of social effort. And certainly a professional school has a commitment. 1/

If [we] have one principal mission, it is to find ways to initiate change in the library field. 2/

However, after approximately one year the experimenters found cause to remark "one special problem of High John [nd] is that it had set itself up as a new entity. . . 3/ In view of the Parshutter model the new social agency of the High John Library would respond to its clientele at the self-interest level or Stage 1.

Early in the experiment the immediate problem was obvious in the small-house-remodeled-into-library:

Kids jammed in, sitting, standing doing homework, talking, just passing time----hats and the ever-present transistor radio all over the table. 4/

Is it true, we [LJ staff reporters] asked, that the library has been used to date almost exclusively by children and teenagers. 5/

Even Dick Moses, the chief practicing professional on the project, stated, "We can't allow the library to become a recreation center." 6/ As a matter of fact, when the facility was being used as social-recreation center, it was responding to the most immediate need pressed on it by the youthful clientele. When the Library Journal's second article was written the activities of [nd] apparently had responded to the most immediate needs. A Video Club member, H----- W----- commented, "I hope they don't let High John go. It's doing a good thing, bringing the kids off the street. They never had anything like it before." 7/ At this point HJ's staff and University investigators perhaps should have rejoiced as the intruder agency was gaining acceptance in the ghetto community. However, priorities from Stages 2 and 3 entered into the project.

Criticisms of HJ's apparent response to the youngsters was aired by the LJ writer.

1/ Library Journal, January 15, 1968, p. 153.

2/ Ibid. p. 147.

3/ Library Journal, September 1, 1963, p. 2969.

4/ Library Journal, January 15, 1968, p. 150.

5/ Ibid. p. 151.

6/ Ibid. p. 152.

7/ Library Journal, September 1, 1963, p. 2969.

A systematic critique of HJ disturbingly oriented toward children, still, at the "fun and games" stage ignorant of community needs. 8/

and

Why was the table (originally students with homework) removed? It was used too much for socializing. 9/

and

The library suffers from over use . . . about 20 (out of 100) come for books, the rest to hang out. 10/

Although HJ's original staff arrived with a set of academic and professional goals, when confronted with the reality of the press of youngsters in the building the staff responded in the Stage 1 mode. The establishment of the facility (i.e., funding, hiring personnel) was done with Stage 3 goals. Fortunately, in my opinion, the staff reacted at the Stage 1, or self-interest, level by establishing the mission and goals of HJ toward the immediate social mandate of providing a "recreation center" for the young people. According to Ferlmutter the self-interest must be keenly felt for the spirit or plan if a social movement is to crystallize. At Stage 1 the organizational elites are a small group or board; or one individual who gets the whole project moving. In the case of HJ it was Dick Moses.

Mr. Moses major contribution is his commitment and proven willingness to engage in new programs and undertakings, to view the problems of library service to poverty areas from a fresh vantage point. 11/

"Don't come to me with ideas," Moses tells the Library School students, "but with plans." 12/ Here also is the self-interest view of structure of authority as a centralized individual or small elite group. The self-interest level of commitment was strong. [The students] were fantastically loyal to the project, to Moses and Gerri Hall. 13/ In September, 1968, "More than one student felt he had become so 'emotionally involved that I can't any longer intellectualize my experience' objectively." 14/

8/ Ibid. p. 2063.

9/ Ibid. p. 2969.

10/ Ibid. p. 2969.

11/ Bundy, Mary Lee and Richard Moses. Original Proposal of April 25, 1967, p. 13.

12/ Library Journal, January 15, 1968, p. 155.

13/ Ibid. p. 153.

14/ Library Journal, September 1, 1968, p. 2967.

Initially, the clientele was to be the whole deprived ghetto community but the service was taken over by the "kids and teens" within walking distance of the library. Services in Stage 1 are geared to getting the job done the way it has to be done. The emphasis is not on professional credentials or educational background, but in getting services delivered. The Interim Report in March 1969 discusses the urgency of getting something done, the need to establish some quantity of service. Gori Hall and Dick Jones reported, "They work off-the-cuff, reacting to situations as they come up."^{15/} The depth of commitment and the ability to respond was demonstrated in April 1968 when

Dick, for example, organized a trip down to Atlanta on the NJ bus, right after Martin Luther King's assassination so the kids and some parents could attend the funeral. He did [this] on his own and the Dean wasn't very happy about it. ^{16/}

When Dick Jones responded at the Stage 1 level it is not surprising that one of the academic group, Dean Paul Weissman, would object to a seemingly strange library service.

At each of Perlmutter's stages, the social agency seeks other agencies with similar values. From observation, NJ's closest contacts were with Family Services, Inc. of Prince Georges County. This agency worked with the teens, particularly youngsters in trouble or in need of welfare services. Although the Prince Georges County Social Welfare office was located about two blocks from NJ, daily contact was maintained only with Family Services located approximately 1½-2 miles away.

In January 1968 Miss Jane Mathieu of Echo House in Baltimore advised the library students

Some of your short-term goals may not be totally unrelated to your long-term goals. For awhile High John may not seem to be anything like a library. But you may have to do a great many non-library things before you can get a library, or a response to it as a library. ^{17/}

Perhaps Miss Mathieu sensed the stages that the Perlmutter model articulates. Her advice was sound when viewed in the context of the model. In any event the Stage 3 academicians at the University of Maryland Library School did not anticipate the strength of the singular identity the NJ library took on as operation continued.

^{15/} Library Journal, January 15, 1968, p. 159.

^{16/} Library Journal, September 1, 1968, p. 2970.

^{17/} Library Journal, January 15, 1968, p. 153.

but it was clear [service practitioners at HJ] would be paving their own roads in their own way, leaving research, education and theory to straggle behind. 18/

One can only speculate the outcome of the tug-of-war between Stage 1 and Stage 3 agencies discussed in the Library Journal article on the "Think Session at High John," because in January 1969 the administration of the HJ facility was assumed by the Prince Georges County Memorial Library system (PGCML).

Phase II. The Stage of Professionalism

In September 1968, when HJ's fate was not yet decided, a prophetic comment was made in the Library Journal.

The County would welcome such a move, but both Gerri Hall and Dick Moses said frankly that it would create problems for High John. 19/

PGCML is a social agency in Stage 2, or in the stage of development emphasizing professionalism. Participants in the HJ Project believed that the obvious and urgent social problems faced by the original staff at HJ were not perceived by the hierarchy of PGCML. Indeed, administering HJ in the midst of Stage 1 could barely solve the situation of the sheer press of humanity in the building and all the other day-to-day situations. PGCML's orientation and institutional mission were directed toward the professional response.

Early in 1969 the organizational principals changed. Gerri Hall and Dick Moses left the Project. PGCML selected a head librarian and tried unsuccessfully for long periods of time to fill other slots under the "professional" criteria.

The structure of authority in Parlmutter's Stage 2 should be decentralized throughout the agency, in the hands of a professional utilizing his expertise. Unfortunately the "off-the-suit" abilities that created the energetic spirit of HJ in its Stage 1 life is not part of the Stage 2 library professional's skills. This obviously provided an opportunity for conflict.

An agency in Stage 2 tends to categorize its client population for more intensive services. Services are judged on their professional quality.

18/ Library Journal, September 1, 1968, p. 2971.

19/ Ibid. p. 2967.

The original proposal for High John stated:

[I]n the midst of the social change and upheaval of the 1960's, public libraries are seeking to shift and to adapt their services to meet more fully the needs of the deprived . . . 20/

PGCML was not in fact truly interested in service to the deprived in terms of a budget commitment until after the University of Maryland Library School made the initial input using federal funds. Stage 2 is not, after all, predisposed to solve urgent social problems since it is internally directed.

Despite the heavy encouragement of the federal government and the sympathy of the library press, the few changes in priorities in large city systems are not encouraging as a trend . . . 21/

In addition William E. Shleman, editor of the Wilson Library Bulletin, commented:

[The irrelevance of traditional library service] stems from the basic attitude that the institution is more important than people. But what the librarians have to realize is they've got to do what the people want, and not just run a nice little library. 22/

Dick Moses sensed the impending conflict of directions between Stages 1, 2, and 3:

I want to involve [the residents of the HJ service area] to the extent that they know their way around the library business, to give them the potential power, so they know how to go about demanding that Prince Georges continue to give them better service. 23/

When in 1970 Prince Georges County threatened to close the little library because it was not meeting their idea of what a professional service should be, they were confronted by community people who had been won over during Phase I. On the evening of February 11, 1970 the Concerned Black Citizens confronted the Board of Trustees of

20/ Bundy and Moses, Original proposal, April 25, 1967, p. 1.

21/ Library Journal, September 1, 1963, p. 2963.

22/ William E. Shleman, editor of Wilson Library Bulletin in Newsweek, Feb. 16, 1970.

23/ Library Journal, January 15, 1968, p. 154.

PGCML demanding library service. After heated exchanges a library to cost over \$1 million was promised to the black community.^{24/}

Phase III. State of Social Interest

According to Perlmutter's model, Stage 3 evolves when an institution reviews its goals with an awareness of social-economic questions beyond needs of the profession. From a position of strength the institution moves toward external directions by making new contacts. New definitions of the professional mission are required. The staff in Stage 3 works together as a task force with less emphasis on a structured hierarchy. Clientele becomes expanded and the service delivery aims for both quality and quantity. Experimentation is emphasized in programs.

The University of Maryland Library School, represented by the individuals of Mary Lee Dundy, Dick Moses and Paul Wasserman, showed the desire for the Library School to behave in the Stage 3 mode. The inputs from these individuals tended to be in the Stage 3 mode, although the whole understood goal of the Library School is to "professionalize" personnel for roles in agencies in Stage 2. The title and wording of the original proposal are very clearly moving in the realm of Stage 3.

Conclusion

The High John experiment had the problem of bringing together three agencies operating on three different modes. Stage 3 spawned a facility that assumed Stage 1. High John was acquired by an agency with preoccupation with Stage 2 values. At the same time, Stage 3 inputs were made by students of the Library School into the fledgling Stage 1 library. Obviously, this confusion of goals, priorities, hierarchies, etc. created strains on the project. In the future when a university or a government agency wants to respond to a social problem, then it must be prepared to give money and initial impetus but then back away and allow the new entity to devise its own direction. Personnel policies also must be adjusted for a Stage 1 facility. One might also conclude that agencies in Stage 2 tend not to experiment or respond to change unless there is a significant input of leadership, perhaps even leadership from another agency.

In spite of the problems suggested by this report the HJ experiment should be judged a success. Change was stimulated. A library system was challenged to make a significant financial commitment to a neglected group of citizens. "If [Wasserman and Dundy] have one principle mission, it is to find ways to initiate change in the library field."^{25/}

^{24/} Taped proceedings of Feb. 11, 1970 meeting of PGCML Board of Trustees.

^{25/} Library Journal, September 1, 1968, p. 269.

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OTHER RESOURCES

- Taped proceedings of February 11, 1970 Meeting of Board of Trustees, Prince Georges County Memorial Library.
- Observations of this investigator.

AN ASSESSMENT OF THE USE OF PRINTED MATERIALS
FOR THE HEALTH EDUCATION OF PERSONS USING 23
OUT-PATIENT CLINICS IN THE DISTRICT OF COLUMBIA

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May 1970

Student project for L270,
Library Service to the Disadvantaged

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Introduction

There can be no question that there is a health crisis in the urban ghetto. Poor people living in the ghetto are surrounded by most unhealthy environmental conditions; the system of providing medical care for these people is grossly inadequate in many ways. Moreover, the urban poor often have little access to information concerning health care and needs. This is true in the physical sense as well as in the sense of relevancy and comprehension. When health information does reach the urban poor, it is likely that this information will have no meaning for them. This is so for several reasons, which will be discussed later.

The literature for public health workers often stresses the potentialities for the use of printed health education materials. These materials supposedly are to be used in teaching people how to achieve better health and, in general, in making them aware of how to bring about improvement in their health. For some people the printed health materials may be very helpful. However, I contend that for the urban poor--those who most need information on health care--printed health education materials are often unavailable or useless.

There are several types of printed health information materials and many ways of distributing them. This paper does not attempt to make a study of all of these types of materials or methods of their distribution. Rather, it is a report on two very specific aspects: (1) the extent to which health education pamphlets and posters are distributed and displayed in a number of Washington, D. C. out-patient clinics and (2) an evaluation of the usefulness of these materials for the target audience (people visiting the clinics).

In the process of investigation for this report, 23 out-patient clinics in the District of Columbia were visited. This is admittedly a small number (the Howard University Hospital out-patient clinic directory alone lists 41 clinics), but because of a restricted time limit it was impossible to include more than 23 clinics in this study.

The clinics visited are in nine different locations. Fourteen of the clinics are situated in the Northwest section of the District of Columbia; however, at least two clinics were visited in each of the other three sections (Northeast, Southeast and Southwest) of the city. There is no implication in this report that the 23 clinics visited are a representative sample of all other out-patient clinics in the District of Columbia. The discussion and conclusions in this report are concerned only with the clinics visited. The data presented in this report were collected during the months of April and May, 1970.

Printed Materials: Their Use in Health Education

It is important for the purposes of this study to understand how printed materials can be used as health education tools. Basically, the materials are concerned with one (or more) of three aspects of health and medical care. These are the following: (1) promotion of preventive health measures or practices, (2) information or instructions for people who have a medical problem at the present time, and (3) information or instructions concerned with rehabilitation.

According to John J. Hanlon, "the term 'health education' usually gives consideration to at least five phases or types of activities: analysis, sensitization, publicity, education, and motivation."² Printed health education materials can be used as aids in the last four phases. These four stages often overlap, are somewhat interdependent, and represent a progression of levels in a health education program: from "sensitization" (posters and/or handbills may be used to simply make people aware of a certain problem, program, or some other thing) to "motivation" (brochures or booklets may be distributed in an effort to cause people to act in some way toward improved health behavior). The two other phases, "publicity" and "education," are necessary to the progression, but are in themselves less important. The former is actually just an expansion of the sensitization stage. Printed materials used in the publicity phase are apt to be similar, but more detailed than those used earlier. The education phase is important as it relates to motivation.

The importance of persuasion in health education communications of all kinds has been stressed in an article by Harold Mandelsohn, the Director of the Communication Arts Center at the University of Denver. In this article Dr. Mandelsohn states the following:

To look at people merely from a rational point of view then--to view them as being capable of altering their attitudes, habits, and action patterns drastically once they are merely communicated the "facts"--will usually result in ineffective communication. It simply does not work. People are not interested in "the facts" by themselves, and frequently, most frequently, they do not know what to do with the facts when they are given them unless we as communicators tell them what to do in an explicit, interesting, dramatic and persuasive manner.

The health communicator not only has the obligation of giving certain factual information to the public he seeks to serve but, most importantly, he has the obligation of interpreting and dramatizing those facts so that he may be able to alter public perceptions of health threats realistically.

In mass communication we are trying to persuade people-- rather than merely educate them--in order to get them to behave in a manner that will be not only ameliorative from the individual's personal point of view but, as importantly, from the long-range social point of view as well. 2/

This philosophy is a vital point with regard to printed health education materials when used in the motivation stage. These materials, like the above mentioned "health communicator," should not only present facts, but also must persuade to be truly useful and effective. The materials should also have clarity and relevancy to be helpful in improving health behavior. As it will be seen in a later part of this report, while printed health information is used as a tool to at least some extent by 19 of the 23 clinics investigated, much of the printed information used does not have the characteristics of persuasive ability, clarity or relevancy for the target audience.

Display and Distribution of Printed Health Information in the 23 Clinics

The two types of printed health information involved in this study are the following: pamphlets (leaflets, booklets, brochures and hand-bills) and posters (printed notices or messages to be posted for public display). The purpose of the investigation was to discover if the 23 clinics provide access to these two types of health information. These materials can be made available in several ways. For this study the following ways were investigated: (1) provision of pamphlets: were pamphlets displayed in waiting or reception rooms for clinic visitors to make a self-selection of materials of interest? (2) provision of pamphlets: were pamphlets distributed by hand by clinic personnel to clinic patients or other visitors? (3) display of posters: were posters--or other types of printed health messages--posted where they could be viewed by clinic visitors? Chart 1 on the following pages shows the results of the investigation. Chart 2 shows a summation of the findings.

In collecting data for the study, interviews were conducted with personnel working in the 23 clinics. These people were asked about their opinions of the use and value of printed health education materials. The following are observations resulting from these interviews.

- (1) All those interviewed in the 23 clinics stated an opinion that printed health information could be a useful aid in bringing about improvement in patients' health behavior. The interesting point here is that even in clinics where these materials were not used at all, this same opinion was expressed. Of the personnel who did not have any printed health education materials for display or distribution, a few seemed to be unsure as to how to go about obtaining these materials, while most said that they simply did not have enough time to spare for obtaining and managing the materials.

CHART 1

Clinics	Pamphlets Offered for Self-Selection by Public		Pamphlets Distributed by Hand to Patients	Posters or Other Printed Health Messages Posted in Waiting Rooms
	In Main Waiting Room	In Individual Room		
<u>Garret Building (Northwest)</u>				
Maternal & Child Care Clinic	---	no	yes	yes
Immunization Clinic	---	no	no	no
Drug Treatment & Rehabilitation Clinic	---	no	yes	yes
<u>Southwest Neighborhood Health Center (Southwest)</u>				
Maternal & Child Care Clinic	no	yes	yes	yes*
Podiatry Clinic	no	yes	yes	yes*
<u>Valley Clinic (Northwest)</u>				
Child Development Center	---	no	yes	no
Family Planning Center	---	no	yes	no
Hearing Clinic	---	no	yes	no
<u>Wardside Neighborhood Health Center (Northeast)</u>				
Infant & Maternal Care Clinic	no	--	yes	yes
Child Care Clinic	no	--	yes	yes
<u>Ward University Hospital (Northwest)</u>				
Immunology Clinic	---	yes	yes	no
Medical Clinic	---	no	no**	no
Pediatric Clinic	---	yes	yes**	yes

continued...

CHART 1 (continued)

Clinics	Pamphlets Offered for Self-Selection by Public		Pamphlets Distributed by Hand to Patients	Posters or Other Printed Health Messages Posted in Waiting Rooms
	In Main Waiting Room	In Individual Room		
<u>D. C. General Hospital (Southeast)</u>				
Eye Clinic	--	no	yes	yes
Medical Clinic	--	no	no	yes
Physical Medicine & Rehabilitation Clinic	--	no	yes	no
<u>Georgetown University Hospital (Northwest)</u>				
Pediatric Clinic	no	yes	yes	yes*
Obstetrics-Gynecology Clinic	no	no	yes	yes*
Dental Clinic	no	no	no	no
Medical Clinic	no	--	no	no
<u>Area C Community Mental Health Center (Southeast)</u>				
Drug Treatment Agency	no	no	no**	yes
Alcoholic Treatment Division	no	no	yes	yes
<u>Chase (Tuberculosis Testing) Clinic (Northwest)</u>	--	no	no	yes

-- No such facility.

* Posters displayed in individual waiting rooms only, not in main waiting rooms.

** Intend to have new (or improved) distribution program in the near future.

CHART 2

Method of Material Use	Number of Clinics Having This Type of Facility	Number of Clinics Using Materials	Percentages of Clinics Using Materials
Pamphlets displayed for public self-selection in main waiting or reception room	10	0	0
Pamphlets displayed for public self-selection in individual waiting room	20	6	30
Pamphlets distributed by hand to patients	23	16	70
Printed health information posted for public in main waiting or reception room and/or in individual waiting room	23	14	61

- (2) Another interesting thing discovered in the interviews was the attitude of many clinic personnel toward the display of a number of pamphlets for self-selection. In the six cases where self-selection was provided, the personnel interviewed believed that the pamphlets were taken and read by clinic visitors. It was felt that these materials did help to stimulate interest in health concerns. On the other hand, in the clinics where there was no self-selection of pamphlets offered, interviewed personnel expressed these beliefs: materials offered for self-selection probably would not be read and would just be scattered about the the waiting room, making a mess; or it would not do any good to display these materials--they would just be ignored. The respondents opposed to self-selection felt that printed health information could be useful, but only when it was given by hand to the patient with a careful explanation about the information the material contained.
- (3) In general, respondents felt that posters and other posted messages could, if not motivate, at least bring about an awareness of certain health problems or programs. Again, it was discovered that even where no printed materials were posted, it was usually expressed that this might be a useful form of communication.
- (4) In almost all of the clinics which did display or distribute printed health education materials, it was found that these materials were concerned with just one type of information--information related only to the kind of service offered in that particular clinic (for example, in the clinic for testing for tuberculosis, available printed materials for patients dealt only with TB testing--there were no available materials on nutrition or other preventive medical matters which could be useful for the patients). However, it was found in the five pediatric and child care clinics visited that there was a fair amount of scope in the subject of the available materials. This material usually was concerned with the following: child development and behavior, nutrition for children, information on childhood diseases, information on special health problems involving children. In the interviews most of the clinic personnel expressed the opinion that it would be useful to distribute (and in some cases to display) printed health information on a broader range of subject matter.

There are two clinics which must be mentioned in particular for certain features of health information communication. The first is the pediatric clinic of the Southwest Neighborhood Health Center. In the waiting room for this clinic some 30 pamphlets were displayed for self-selection by visitors. These were concerned with a variety of subjects.

This was the only clinic visited which did offer materials on a broad range of subjects. Also, it was noted that about 10 posters had been put up for clinic visitors to see. These also were concerned with various subjects (for example home safety and cancer). A few of these posters had apparently been made by the clinic staff--one of these posters, for example, was an advertisement for Sesame Street, a television program for children.

The second clinic especially worthy of note is the Narcotics Treatment Agency in the Area C Mental Health Center. Mrs. Faddy Cook, one of the workers in this agency, is very interested in providing printed information for all visitors. This agency was established only three months ago and no program for the use of printed materials has been set up at this time. However, Mrs. Cook has searched through current printed media--newspapers and magazines--for information concerning treatment of, and problems in, drug addiction. She has clipped out relevant articles and taped them all along one wall in the agency. Visitors are free to look at these articles if they wish. Mrs. Cook says that she has noticed much interest shown in these articles, particularly on the part of those actually about to receive treatment. This was the only clinic visited in which this type of information service was provided. It would seem that this service could be useful in many other types of clinics.

It would be difficult to estimate the influence that printed health education materials may have had on the behavior of those who have received--or seen--these materials through clinic visits. Perhaps these have had no influence at all in themselves. However, in combination with other directives and messages pertaining to health care, they probably have contributed some toward improving health knowledge and behavior of clinic visitors.

In a 1958 study conducted in the District of Columbia several aspects of health knowledge and attitudes were investigated.^{3/} A part of this study was concerned with the communication of health information through mass media. It was found that those who had read printed health information in the media were likely to score well on health information tests. It was also found that "reasons mentioned by the respondents for choosing a medium as most helpful were in order of frequency: (1) its availability; (2) its vividness and clarity of presentation...and (3) its authority and accuracy..."^{4/}

Although the above findings about health communication habits were concerned only with the mass media, certain implications can be made which relate to the display and distribution of printed health information in the out-patient clinics. The importance of availability can be seen. Also significant is the fact that printed health information was found most helpful in communicating health knowledge. While wider display and distribution of printed health education materials in the 23

clinics would not assure improved health behavior and knowledge in all--or perhaps even in most--of the clinic visitors. Increased access to these materials could serve several good purposes: sensitizing clinic visitors to preventive health procedures not related to immediate medical problems; by using more self-selection displays, offering information on subjects which the clinic visitor may be reluctant (or may forget) to discuss during their appointments with nurses or doctors; by using more materials it is likely that a larger audience will be reached. At worst, such increased access to health information for all clinic visitors would have no effect. Hopefully, increased availability of printed health information would help bring about greater awareness and, more important, improved health attitudes and practices for most clinic visitors.

Evaluation of the Printed Health Education Materials Found in the Clinics

The first step in evaluating the effectiveness of the printed health information available must be a consideration of the characteristics of the people who are receiving this information. Unfortunately, it was impossible to collect exact data on the characteristics of the people visiting the 23 clinics investigated. The following characteristics were noted through observation:

- (1) All clinic visitors observed appeared to belong to a low economic class.
- (2) All clinic visitors observed (with one exception) were Negroes.
- (3) The majority of clinic visitors observed were women who appeared to be in the 20 to 40 age group (except in the pediatric clinics, where the majority were children, and in the Area C Community Mental Health Center clinics, where most visitors observed were men).

It was also impossible to learn of the exact health attitudes, beliefs and behavior of those people observed visiting the 23 clinics. However, it is quite probable that many of their attitudes and beliefs concerning health may be similar to the findings reported in the study (mentioned on page 8) conducted by Dr. Cornely and Dr. Bismar. Some of their findings on the health attitudes and knowledge of a number of Washington, D. C. residents are as follows:

- (1) little importance placed on some preventive health measures ("Immunization, early diagnosis and prompt treatment of illness were rarely mentioned as being of value to positive health.")

- (2) in many cases, inaccurate ideas about proper nutrition ("Most of these families still believe in a great many food fallacies which were exploded years ago."^{6/})
- (3) some confusion about available health and medical services ("The image which many of the families in these low-income neighborhoods have of the local health department and other medical agencies is somewhat blurred. The health department is looked upon more as a dispenser of medical care than of preventive services."^{7/})

From my observations and the above-mentioned discussion by Dr. Cornely and Dr. Egan it is believed that the printed health materials in the clinics should relate to people who are of a low-income group, who are city dwellers, who are of the Negro race, and who may have mistaken attitudes and inaccurate beliefs concerning some aspects of good health procedures.

Before attempting to begin an evaluation of the printed materials found in the 23 clinics, I had established five criteria by which to judge these materials. These are as follows:

- (1) language used: can the actual words, terms and phrases be understood by the target audience?
- (2) point of view expressed: do the ideas presented take into consideration the values, beliefs and attitudes of the readers?
- (3) relevancy of the materials with respect to the readers' physical state: does the information relate to the readers' physical environment? can readers identify with illustrations and descriptions?
- (4) effectiveness of persuasive appeal to the reader: what sort of persuasive technique, if any, is used? might this be effective?
- (5) relevancy with respect to the health needs or problems of the target audience: are the materials concerned with these needs and problems?^{8/}

Because of the decision not to interview clinic visitors, I was limited to a subjective analysis on the content of these materials.

With regard to the first three criteria, language used, points of view expressed, and degree of relevancy, the printed materials appeared to be directed to middle and upper class people. This is probably because the materials are usually written and illustrated by people of

the middle or upper-middle classes. This is a problem with all types of health communication given by members of one socio-economic class to members of a lower, different socio-economic class. This problem has been discussed in many publications concerned with public health. Below are two sample statements:

A major difficulty in the reception of health care is the social distance between the provider and the recipient of health care. Inasmuch as the former is in possession of the information which the recipient requires for the care of his health, this should be transmitted adequately ...Attention must also be called to the fact that most health education material continues to be geared to middle-class vocabulary and attitudes.^{9/}

For many reasons the two parties [donor and donee of medical services] may inhabit quite separate universes of discourse. Most obvious in this separation is the barrier of language and frame of reference between sophisticated and lay concepts of health and disease...Although research has shown expectably that most deprived and culturally alien sectors of the population fail to understand much of the standard vocabulary, it is likely that all communication between therapist and patient is flawed to some extent by the failure of the patient to understand.

The strictly referential meaning of words is probably not the most hazardous problem, however. More vital is the gulf which may exist in assumptions of value, total life style, and level of verbal abstraction. Primary to these considerations is the difference between social class of physician and patient within a single culture, and patterned value distinctions between physician and patient of different cultures. It is often taken for granted that differing values and experiences of physician and patient, when they come from widely separated social backgrounds, cripple communication and render therapy--especially psychotherapy--problematic.^{10/}

Most of the printed health education materials found in the clinics did, as stated above, present "middle-class vocabulary and attitudes" and did not assume lower class value and total life styles.

In evaluation by the fourth criteria it was found that most of the materials tended to present facts and information in a rather unappealing manner. The emphasis was on just getting the facts across, with infrequent use of persuasive techniques. In many cases posters presented ideas in a more dramatic, clear and influential manner than pamphlets (for example, when dealing with the subject of home safety practices).

When judging the materials by the fifth criteria, it was found that the available information was relevant. The problem here was the absence of materials on important topics. For example, in the most recent (1968-69) annual report of the District of Columbia Department of Public Health it is stated that "a study on wringer washing machines resulted in the development of a preventive program by the Accident Prevention Division"¹¹/ and that "the fight against chronic and communicable diseases is a continuing one."¹²/ However, only three of the pediatric clinics visited (those in the Southwest Neighborhood Health Center in the Parkside Neighborhood Health Center and in the Berret Building) offered printed information on the dangers to be aware of when using a wringer washing machine; none of the other clinics offered materials on this subject. With the exception of a few pamphlets on venereal disease, one pamphlet on immunizations, and, in two locations, posters on rubella vaccinations, there were no printed materials on communicable diseases. Almost all of the printed information about chronic diseases was available only through distribution of pamphlets; the exception to this was that there were pamphlets and posters concerned with cancer in several of the 23 clinics. One note on the positive side is that in each of the pediatrics clinics visited there was at least one notice posted which gave information about the D. C. Department of Public Health Supplemental Foods Program.

In general, the printed materials found that were prepared by the D. C. Department of Public Health were judged to be more useful than those of other agencies. It is interesting to note that while the D. C. Government's health education division has prepared and had printed a large number of materials, few are actually available through the 23 clinics in this study.

In conclusion, in this study I found that access to printed health information for the visitors in the 23 clinics is inadequate in several ways. The provision of this information could be bettered through the following: use of a greater number of materials; offering more pamphlets by self-selection; distribution and display of materials which are more relevant to the situation and needs of the clinic visitors.

Footnotes

- 1/ John J. Hanlon. Principles of Public Health Administration. (St. Louis: C. V. Mosby Company, 1969), p. 576.
- 2/ Harold Mandelsohn. "Which Shall It Be: Mass Education or Mass Persuasion for Health?" American Journal of Public Health and the Nation's Health, 58 (January, 1968), p. 135.
- 3/ Although I was unable to obtain a copy of the report of this study, I did find a summary of the report in the January-February, 1963, issue of Children magazine, pages 23-28. This summary was written by Dr. Paul Cornely and Dr. Stanley Bigman, the two men who had conducted the study.
- 4/ Paul B. Cornely and Stanley K. Bigman. "Some Considerations in Changing Health Attitudes," Children, 10 (January-February, 1963), p. 27.
- 5/ Paul B. Cornely, Ibid, p. 24.
- 6/ Paul B. Cornely, Ibid, p. 24.
- 7/ Paul B. Cornely, Ibid, p. 25.
- 8/ To learn what some of these needs and problems are in the District of Columbia, I read the last two annual reports issued by the D. C. Government Department of Public Health. The major health programs mentioned deal with the following: chronic and communicable diseases, foot health, nutrition (the supplemental foods program), gonorrhea, mental health and drug addiction, maternal health and infant care, the "War on Rats" program, and promoting awareness of health services in the community.
- 9/ Paul B. Cornely. "The Health Status of the Negro Today and in the Future," American Journal of Public Health and the Nation's Health, 58 (April, 1968), p. 651.
- 10/ Howard E. Freeman, Sol Levine and Leo G. Reeder. Handbook of Medical Sociology. (Englewood Cliffs, N. J.: Prentice-Hall, 1963), p. 281.
- 11/ District of Columbia Government. Department of Public Health. Focus on Public Health in the District of Columbia: a Report to the People, 1966-69, p. 3.
- 12/ District of Columbia. Department of Public Health. Ibid, p. 1.

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APPENDIX E

National Conference on Education for Library Service to the Unserved--
High John Workshop Schedule and List of Participants

National Conference on Education
for Library Service to the Unserved
May 23 - 25, 1968

HIGH JOHN WORKSHOP
Schedule and
List of Participants

May 23, Thursday	8:30	Registration - coffee served
	9:00	Opening remarks, etc.
	9:30	First Session - roundtable centering on Eessie Bullock, Community Coordinator, Brooklyn Public Library
	10:30	Coffee
	11:00	Second Session - Miss Bullock (cont.)
	12:30	Lunch - catered (included in registration fee)
	1:30	Third Session - roundtable centering on Don Roberts, Venice Library, Los Angeles
	3:30	Bus leaves for High John Library
	5:00	Bus returns
	7:30	Fourth Session - Richard Moses, Field Director, High John Library Project (with roundtable)
May 24, Friday	9:00	Fifth Session - roundtable consisting of Mary Lee Bundy, Paul Wasserman, Richard Moses, Rodney White, students: Educational aspects and implications of the High John Project, the laboratory approach, etc.
	10:30	Coffee
	11:00	Sixth Session - roundtable (cont.)
	12:30	Lunch - catered (included in registration fee)
	1:30	Seventh Session - roundtable discussion (cont.)
	5:00	Social Hour
	6:30	Banquet (included in registration fee) Daniel Fader (<u>Hooked on Books</u> , English in Every Classroom)
May 25, Saturday	9:30	Eighth Session - roundtable centering on practitioners meeting educators; the role of the library school, etc.

Students and faculty from the University of Maryland School of Library and Information Services are welcome to attend the sessions as non-registrants; meals, therefore, will be the responsibility of the non-registrant.

Note: Mrs. Eva Williams, Coordinator of Neighborhood Centers, New Haven Public Library will not be able to attend. She has not been - nor could she be - replaced.

HIGH JOHN WORKSHOP
PARTICIPANTS

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APPENDIX F
Black Recruitment Materials

SCHOOL OF LIBRARY AND INFORMATION SERVICES
UNIVERSITY OF MARYLAND

In the March 20, 1969, meeting of the Faculty of the School of Library and Information Services, University of Maryland, the following resolution was unanimously adopted:

The Faculty of the School of Library and Information Services agree in principle with the March 12, 1969, Statement of the Ad Hoc Committee of Students and Faculty with respect to black students in the School and profession. Specifically, the Faculty recognizes that the School has:

- (1) failed to actively recruit black students;
- (2) given inadequate financial support to black students; and
- (3) given inadequate recognition to the academic needs of black students

The Faculty will undertake to develop a program to correct these deficiencies.

SCHOOL OF LIBRARY AND INFORMATION SERVICES
UNIVERSITY OF MARYLAND

March 21, 1969

Memorandum

To: Members of the Faculty

From: Dean Paul Wasserman

Attached herewith is a copy of my letter to Mrs. Annie T. Reid, inviting her to serve as chairman of the ad hoc committee empowered to act on the basis of the Resolution adopted by the faculty at its March 20, 1969, meeting. I know that all of us will want to give whatever assistance and support we are called upon for to the committee in its deliberations.

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UNIVERSITY OF MARYLAND
SCHOOL OF LIBRARY AND INFORMATION SERVICES
College Park 20742

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March 21, 1969

Dean

Phone: (201) 454-3016

Mrs. Annie T. Reid
School of Library and
Information Services
University of Maryland

Dear Annie:

In this letter I would like to formally invite you to serve as chairman of the special ad hoc faculty committee, formed to carry out the charge implicit in the Faculty Resolution of March 20, 1969. In this capacity, I would be grateful if you were to take the leadership in arranging for discussions and implementation of the issues growing out of the Resolution and out of the representations of the ad hoc student/faculty group which made the representation to the faculty.

I am asking the following individuals to join with you as members of the group: from the faculty - Mary Lee Bundy, Alfred Rodina and Francis Levy. From the student body - James Welbourne and Ruth Ann Edwards.

The charge of the committee will be to consider all of the issues discussed, but the matter of recruitment is one which must be approached with greatest dispatch so that decisions and programs growing out of the deliberations of the committee can be put into effect in order to lead to program variations for academic year 1969/70. In your capacity as chairman, I would like you to feel free to draw upon the full resources of the School and of the time of any member of the faculty who may prove helpful to you in your deliberations. The several matters before the committee as I see it are the matter of balance and recruitment in our student body with better proportionate representation for black students, the adaptation of our curriculum in such ways as to make our course work more viable to contemporary cultural needs, and the identification of specific program elements for a curriculum which would lead to a specialty in the field of community information service.

I hope that you will feel free to call upon me and other members of the faculty in whatever ways we may be of service. In addition, I

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hope that you will draw upon the student body in whatever ways seem appropriate to your needs and in particular, upon those members of the ad hoc group which developed the representation upon which the Faculty Resolution was based.

Sincerely,

Paul Wasserman
Dean

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UNIVERSITY OF MARYLAND
SCHOOL OF LIBRARY AND INFORMATION SERVICES
COLLEGE PARK 20742

March 27, 1969

OFFICE OF THE DEAN

PHONE: (301) 454-3016

Dear Colleague:

I am writing to colleagues in library practice in order to inform you of some developments in our program which we would like others in the field to know about. The faculty of the School has modified its point of view about educational priorities and responsibilities in order to improve opportunities in library education for black students. In particular, the School is adapting its allocation of fellowships, internships and research assistantships to give higher priority to the recruitment and the education of increased members of black students.

We would be very much in your debt if you were able to call to our attention any individuals whom you know in your regions or on your staffs who would profit from an educational opportunity in a program such as ours. You will be interested also in the fact that this School is striving to adapt its commitments and its course content in ways which would make educational acculturation here more congruent with contemporary requirements in the culture of libraries. While we are specifically interested in students who would have completed their undergraduate experience, we would not like to foreclose without consideration hearing from individuals who may not have fully met the requirements of an undergraduate program, but who, by virtue of library experience and general background and personal education, may have achieved the same level of attainment.

In telling you about our aspirations, we would like you to understand that we do not feel we have reached the point where we are fully competent to deal with the problems, nor to respond immediately and as effectively as we would like to shifting our educational offering in such a way as to be contemporaneously viable. But we would like you to understand that our faculty is on record in support of this goal and that we are agreed that, based upon the work being done at present in a committee comprised of faculty and students of this School, by the fall of 1969, we shall be prepared to provide students committed to work with public library problems in urban areas as good an opportunity to further their educational development as may be possible anywhere in the United States.

We would very much like to encourage any individuals interested in such opportunities here to write directly to the chairman of our faculty group concerned with these issues. She is

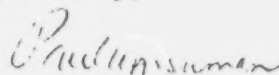
Mrs. Annie T. Reid
Director
Student Recruitment Project
School of Library and Information Services
University of Maryland
College Park, Maryland 20742

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I would be very much in your debt also, if you would let Mrs. Reid know about any such individuals who might be drawn to librarianship so that she might write personally to encourage application.

Essentially, the point of view reflected in the comments above reflects the sentiments of our students and faculty that to take this stand at this time seems the only reasonable course for an educational program committed in important part to the programs and services needed from libraries in these times.

Sincerely,

A handwritten signature in cursive script, appearing to read "Paul Wasserman".

Paul Wasserman
Dean

UNIVERSITY OF MARYLAND
School of Library and Information Services
College Park, Maryland 20742

Preliminary Application

Date _____

Name (last) _____ (first) _____ (M.I.) _____

Present Address _____

Home Telephone _____ Business Telephone _____

Age Last Birthday _____ Marital Status _____

Husband or Wife's Name _____ Occupation _____

Employer _____ Location _____

Ages of Children _____

SCHOOLS AND COLLEGES ATTENDED	DATES	DEGREE/CERTIFICATES
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Comment briefly on your educational experience. Include information on courses or other work which may have some special connection with your interest in this field.

Describe your work experience, beginning with your present position:

Position	Description of Responsibilities	Number and Type of Persons Under Your Supervision	Salary	Dates From To

(Continue on other side)

Comment on your work experience:

Describe other experiences, such as volunteer work, community work, travel:

Significant Achievements:

Explain what your interests are in this field?

When would you like to begin study in this field?

How do you plan to finance your education?

What assistance will you need?

Mail this form to:

Mrs. Annie T. Reid
School of Information and Library Sciences
University of Maryland
College Park, Maryland 20742

Call Mrs. Reid for an appointment:

454-3016

UNIVERSITY OF MARYLAND
SCHOOL OF LIBRARY AND INFORMATION SERVICES
COLLEGE PARK 20742

DEAN

July 30, 1969

PHONE: (301) 454-2916

Mr. James W. Armsey, Officer in Charge
Special Project in Education
Ford Foundation
320 East 43rd Street
NEW YORK, New York 10017

Dear Mr. Armsey:

In this letter I would like to take the occasion to bring to your attention a special educational project now underway at the School of Library and Information Services here at Maryland for which we are seeking financial support. This School, as you may note in looking at the catalog we are enclosing herewith, is a graduate program offering the Master's degree and preparing individuals for professional roles in librarianship. The present project is one which has been organized in order to recruit black students to this School and into the library profession following their educational preparation here.

As a relatively new professional school (we were begun in 1965) we have strived to achieve a progressive orientation and from its inception, the School has conducted a number of experiments oriented toward adapting librarianship to contemporary needs. Our interest in the public library and library service to the disadvantaged is reflected in the program we developed beginning in 1966 with sponsorship from the Office of Education, in the operation of a library in a poverty area outside Washington, D.C., where our students gain intern experience in working with ghetto residents. This effort is now in its second phase and is directed by Mrs. Annie Reid whose background and personal credentials are detailed in the accompanying material.

During the spring of 1969, stimulated by a group composed of faculty members and students of the School, and based upon the unanimous commitment of the faculty to an effort to recruit, admit, counsel and educate as many black students as we could interest in our program, a special ad hoc committee was formed in the School with the following mandate: to begin to correct discriminatory consequences of some of our institutional practices; to enrich our student body and faculty by broadening the cultural base of the School; to increase the availability of black persons needed in this profession; and to extend to some members of the black community additional alternatives and opportunities which the society promises. To achieve these ends, a student faculty committee was appointed and in the course of its work it has been successful beyond our expectations.

Librarianship has traditionally been a white profession with very few Negroes entering the field, and while Negroes do work in libraries, the number who attain full professional status as a consequence of having completed library school education is very limited. This impediment has kept many able Negroes from progressing in librarianship. Moreover, Negro aspirants have not typically thought of librarianship when choosing among the professions and the recruitment efforts by library schools or by librarianship have not achieved very wide success.

In the past, following our traditional criteria for admission, this School has enrolled only one or two Negroes in each year. Realistically addressing the consequences of past practice, the faculty has authorized the special ad hoc committee to waive certain requirements which have previously served to exclude black students. Members of School's Ad Hoc Committee on Black Recruitment have spent many hours in personal conversations with the applicants and have recommended the admission of most of the applicants on the basis of high motivation, high quality performance in employment and other personal strengths. With one exception, the applicants were educated in a southern or border state. All except three obtained their undergraduate education at a predominately Negro college. It is likely that only three or four have received or would obtain scores on the Graduate Record Examination that would in the traditional view predict success in graduate school. The committee is convinced that these traditional assessment measures are inapplicable and have found strengths in these persons which fully justify the investment of our individual and collective resources. The recruitment effort employed a variety of approaches - solicitation of the field (see letter attached); personal recommendations from individuals in the field; visits to such schools as Bowie State College in Maryland. The consequence is that at the present time we have more than twenty-five individuals interested in enrolling in the School this fall.

The fact that we have adapted our admission requirements and made important personal commitments is not enough to ensure that our program will go forward realistically. Encumbered by the consequences of past discriminations, the students we have identified must have financial assistance. Ordinarily, the student completes the program in two semesters and one summer (36 hours); we would like to offer some black students an opportunity to benefit from some refresher course work of a basic nature, e.g., in mathematics and in writing skills. In addition, instead of the usual five-course schedule required, it might be wise for some students to take a somewhat reduced course load and spread the work over a longer time span. The faculty prefers to institute individualized adaptations of this

nature, rather than to assign persons with academic deficiencies to a track of second class students, or to lower the level of performance expectations required of other recipients of the Master's degree. However, such an approach may often require an additional semester of study. It is obvious to us that a program of part-time study combined with full or part-time employment is not a satisfactory arrangement.

The commitment which the School has already made to this program has taken the form of its offering four of its Higher Education Fellowships, received from the Office of Education, to black students entering the program. In addition, the University has provided three scholarships to the School, all of which have been offered to black students. Yet, in addition to these seven, there are fifteen other students whose effective participation in this educational program depends upon financial assistance. We are requesting here support for fifteen persons; an additional \$1,000 is requested as an emergency fund, to be used for emergencies which may arise for those students involved in this program.

Closely related to this recruitment effort is our concern with preparing librarians for work with the urban poor. We are putting together an experimental design in which the most relevant ingredients in the School program and other specialized courses will be available to students whose work begins this fall. This opportunity will be open to our black students, a number of whom are being drawn here precisely in order to take advantage of this experience.

We propose to continue our recruitment effort beyond the fall of 1969. We are specially interested in individuals concerned with working with the urban poor, but this is not our only concern. There are many Negroes employed in federal libraries whose advancement is now blocked. Among our plans for the forthcoming year is to approach the Civil Service Commission in order to arrive at arrangements whereby federal employees may be given time off to attend the School with pay. We propose further to extend the base of our recruitment effort and to attract individuals out of undergraduate programs whose social orientation and commitment will be to aid inner city residents. These appeals are particularly germane to potential black students.

The program we envisage gives promise of not only providing an opportunity for Negroes to enter the profession, but for the preparation of leaders for the black community. For, we see libraries having a potentially powerful role in urban areas, both in support of social agencies and as informational and educational units in their own right. We do not believe these roles will be realized until librarianship produces a core of specially equipped black librarians especially committed to making libraries more socially responsive.

Essentially then the attachment identifies the nature of our need at the present for the immediate short range future. It will be clear from these details that we are not requesting anything more than financial support for the potential students. We would like you to know that we have been encouraged in developing our program by the faculty of the School, the Graduate School, as well as the University Administration, all of whom have been encouraging and supportive in many different ways. Our project has the full approval of all those concerned with our efforts. Two of the key individuals directly involved in our program are Mrs. Annie Reid, who directs our High John experimental library research and who chairs our ad hoc committee on recruitment, and James Welbourne, a student who is completing his course program in the School this summer and who will join the staff of the School in the Admissions Office to work specifically on recruitment and student affairs this fall. Their vita statements are appended.

We genuinely believe that there is more commitment in this School to this problem than is normally the case in librarianship and that while there are limitations in our capacity to deal with all the problems, we are clearly dedicated to giving these students a genuine educational opportunity here. We hope that it may be possible for you to consider with favor the immediate financial need reflected in the attached budget. You may be sure that my colleagues and I would be pleased to answer any specific questions or discuss further with you any questions which may arise as you review our representation.

Thank you very much for your consideration.

Sincerely,



Paul Wasserman
Dean

Enclosures:

- Vita statement of Mrs. Reid
- Vita statement of James Welbourne
- School catalog
- High John Project Interim Report
- Letter addressed to directors of public libraries and state library extension services throughout the United States
- Proposed Budget.

APPENDIX G

"Reactions to the High John Project"
by
Dr. Jonathan Freedman

May 17, 1968

REACTIONS TO THE HIGH JOHN PROJECT

These are the impressions and recommendations on the High John Project of the University of Maryland School of Library and Information Services.

Based on my experience^s here, I would make the following recommendations for action.

The Library Itself

1. A thorough review of rules and regulations for users should be made. Perhaps, this should be a joint effort of the users or a committee of users and the library staff.

2. More cognizance must be made of the condition of the neighborhood and the condition of the children. The library does not exist in a social vacuum. One must take into account the likelihood that many of the children who come into the facility do not know how to read very well; therefore, books may be irrelevant, that some of the behavior for which they are now being criticized by the staff is culturally appropriate for them, and that the children may be hungry. In this regard, it is appropriate to develop a view of the library which recognizes that it is the only social institution of that community which has successfully motivated a population of pre-adolescents and adolescents and that it is the only public library facility within a radius of three miles, a distance to beyond which most of these children will not travel. It also performs a function of a community center. In terms of my observations, chess and checkers are more manifestly important to the users than books. This is not necessarily bad. The question must be asked, are not new forms of information transmission more important to this sub-culture than books.

3. Concerted investigation must be made, therefore, of alternatives to books for educational and informational transmission. The possibilities of video tape, records, movies, dramas, discussion groups (including, perhaps great books classes) should be investigated.

4. In order for this library to work in the long run, a concerted effort must be made to involve adults from the community in its operations. The neighborhood board must be strengthened. Suggestions of both adults and children in the neighborhood should be taken quite seriously and acted upon quickly. Unless the adult involvement takes place, at the point when the University pulls out, more long-term damage will have been done than if the University had not been there in the first place. The neighborhood needs High John in some form and

the ending of its services, even in three or four years perhaps, can have devastating effects on the younger children so entranced with its facility. One method to ensure possible continuity is for the community to be involved and for the community to have power in decision-making.

5. I suggest strongly that Mrs. Evelyn Parker be hired by the Project as a Community Relations Specialist. She should be given the training through appropriate University courses either at Maryland or in Washington, D. C. to better accomplish this task. Programs around the country are making extensive use of indigenous community members in this regard, and Mrs. Parker, on the basis of our extended conversation, has the enthusiasm, interest, and ability to carry off this most important task successfully.

6. If many of the people of the area are to use the book collection at High John, they will have to learn how to read. New modes of teaching reading must be explored. While many will say that teaching reading is the job of the school and not the job of the library, the school in that area is not about to become as innovational as High John is and could be. There are interesting new methods of teaching reading that should be explored.

Educational Program

1. The educational program must become much more meaningful and relevant to the problem of poverty. At this time, from my limited contact, students without background in the social sciences, without contact with poverty at any point previous in their lives, are being thrust into a severe poverty area and expected to know what to do and to learn how to handle situations which people with years of training find difficult to handle. It is to the credit of the students and the librarians that they have found so much acceptance. What is necessary, however, is a rethinking of the educational objectives of the program and the behaviors expected to be shown by students in order to fulfill these objectives.

2. This possibly means a greater concentration of courses and staff around the provision of services to people not only in disadvantaged areas, but in more traditional libraries. Most libraries are fast becoming obsolete. It will be the job of students now coming out of library schools to face quite different problems in not only informational storage and retrieval but also in terms of client use of the facilities. The flexibility of High John can provide guidelines for emerging librarianship.

3. This means, if the School is to continue this program, its commitment to it must involve more personnel working on social aspects of librarianship than now exists in the School.

Research

Serious consideration must be given to the hiring of a research analyst for High John, perhaps with some duties in the School or in the University. Students cannot be expected to handle the brunt of the research on the Project. They are ill-equipped to handle the subtleness of poverty research.

Administration

1. There is a clear need for a project administrator to be centrally concerned with this Project at the School. The present structure does not work because of work overload on the part of two of the principles. Possibly, the administrator could provide backup in the teaching program connected with the Library Services to the Disadvantaged.

2. Such a person will be difficult to hire as the skills required are multi-disciplinary. I shall try to think of possibilities when I return.

General

This document has been quite critical of the program. This does not mean I am not excited by it or that I think the program is basically bad. The program is phenomenal. The real problem is, can the program adjust and understand the needs of the people it is serving, so that in time Mrs. Parker, for example, does not have to complain to me about the librarian handing her Crises in Black and White or Dark Ghetto when she asks for an interesting book to read. As she puts it, she knows more about that rut than the books. When Mrs. Parker can communicate directly to the librarians when they are making mistakes, and when the librarians begin to realize that they are working in a situation different in part than the one in which they grew up, then High John will prove its promise.

APPENDIX H

"A Departure in Library Education"
by
Dr. Mary Lee Bundy and Paul Wasserman

A Departure in Library Education

MARY LEE BUNDY AND PAUL WASSERMAN

THE SCHOOL of Library and Information Services at the University of Maryland has recently become the first educational program in the country to operate its own public library facility. It is not, however, this unique feature of its "poverty" project which is most significant, nor that this is an experiment in library service to the disadvantaged. We believe this project is important and timely because it represents an active effort to help library education vary its traditional patterns so that it in turn can help to influence and reshape professional practice.

Libraries in the 1960's and 1970's, unlike their historical antecedents, must respond to changing societal values which influence variations in the expectations for library service. To continue to be viable in these times changes in response to social and intellectual requirements must be fostered. This is as true of academic as it is of public libraries. But even given a disposition on the part of the institutions to modify their terms and arrangements, there is a lack of experience and background with which to adapt and to innovate so as to change the traditional arrangements. In order to make it feasible for libraries to adapt their offerings, it becomes necessary for educational programs to help embryo librarians during the course of their educational indoctrination, to assume new commitments and responsibilities and to understand their nature, rather than to deal hortatorically with them in idealized terms.

If library education is to effectively bridge the gap between theory and practice, it is essential that it experiment out in the field, and, where necessary, to afford students access to the laboratory within

Miss Bundy is a Professor and Wasserman is Dean at the newly accredited School of Library and Information Services at the University of Maryland.

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which to observe, to participate, to study and to learn. In some fields this may be possible by utilizing existing agencies and facilities. But for purposes of experimentation and research, particularly where it is related to adaptation and modernization, the library school must sometimes create the proper environment. The present program is viewed therefore as a necessary step in furthering education and research through the use of a field laboratory approach.

At earlier stages in the history of library education, field experience was a requisite in assisting the student to identify the practical work-a-day affairs necessary for effective procedural performance. But practice in conventional libraries tends only to reinforce current conventions rather than to encourage new departures, the search for radical solutions to old problems, or the type of experimentation necessary if libraries are to advance. It was precisely in order to create the kind of laboratory which would tolerate such experimentation where none existed that the University of Maryland School of Library and Information Services found it necessary to move squarely into the business of providing a demonstration public library service.

The original design for the effort dates back to 1963 when the School sought unsuccessfully to interest the Office of Economic Opportunity in providing assistance to develop a public library laboratory for use by people in a culturally and economically deprived community. The idea was furthered during seminar discussions in the spring of 1966 when Mary Lee Bundy's class centered its concern upon library service to the unserved, with the situation in Maryland serving as the case in point. The students here analyzed the role of the public library and the problems and potential involved in expanded commitments to include this segment of the community. During the course of this semester the basic issues were debated and understanding was enhanced through hearing the points of view of invited experts in discussion of the particular problems of working with this group. One outside participant was Richard Moses, then with the Enoch Pratt Free Library's Community Action Program in the Baltimore inner city. When Moses later indicated his potential interest in participating in the School's proposed project, efforts were begun in earnest to solicit support for the experiment.

The concept of library education committing itself to the problems of laboratory and research work with the culturally deprived, elicited interest and enthusiasm everywhere it was discussed. Support was volunteered by the Prince George's County Public Library within

whose region the laboratory is physically located, from the Maryland State Department of Education's Division of Library Extension, and also from the Research Division. Ultimately the program was funded by the U.S. Office of Education with supportive contributions from the Maryland State Department of Education's Division of Library Extension through grants administered by the Prince George's County Library to cover certain elements of staff and book costs. The joint directors of the project are Miss Bundy and Moses. As the program was finally conceived, Miss Bundy was designated director of the academic and research portion of the program with Moses assuming responsibility for the laboratory and demonstration portions of the program as well as the supervision of the student field experiences and the special seminar in library service to the disadvantaged.

The design of the educational experiment and the plans for evaluating the entire program sequence will be of special interest to those concerned with library education. The program consists essentially of the following elements: a laboratory placed in the field designed to serve as a demonstration project for experimentation, teaching, and research; a formal course sequence for graduate library students especially selected to engage in formal and informal study and to carry out research efforts as part of their program; an evaluation procedure designed to measure and assess the results of the entire experiment; an institute or workshop program planned to share the insights which grow out of the entire project with others engaged in library education and research.

The field demonstration laboratory has been designed around the concept that conventional public library branch service presents insurmountable barriers to use by low income citizens. If the library is to be effective in reaching this portion of the community, it must have a different orientation and it must be contained in something other than the traditional, symbolic middle class structure. The view was that, at least in the early experimental stages, the most workable approach would be found in the provision of service in a far less conventional library setting unlike the typical branch. The High John Library as it has been designated (named for a Negro folk hero) is contained in a private residence in a ghetto district in a building like others in its surroundings. The laboratory program which was scheduled to begin in late October, was to be addressed to the needs of both children and adults in the community. Adult services are planned

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to be oriented to both cultural and informational needs and interests.

The specific elements of the demonstration were to include the following: (a) An Information Center, including a basic reference collection and a referral service to local agencies; (b) A Reading Center, furnishing paperbacks, large print books, children's materials, and "how-to" books; (c) A Learning Center, including tutoring on a small scale; games, puzzles; (d) A Listening and Looking Center, involving films, recordings, and art; and (e) Outside Activities, including stoop storytelling, films, and a book barrow.

The experimental program is designed to elicit a high degree of community involvement. A citizens' advisory group is being formed which will offer program suggestions to the project director. The demonstration efforts will work in close harmony with the social, religious, and educational agencies in order to realize its full potential in the community. In essence, the project is being planned in order to extend library service to a disadvantaged group which had not formerly been library users. While the program departs in a number of significant ways from traditional public library forms, it is not expected that it will be so radically different that the ingredients could not be reasonably adopted or adapted by public libraries which are motivated to carry beyond the bounds of conventional library arrangements.

Setting for the laboratory: The community to be served is the Cedar Heights area, located on that side of Prince George's County which borders on the northeast portion of the District of Columbia. This community, according to census tract data, ranks as poverty stricken on a national basis—a large proportion of the residents possessing the characteristics known to be associated with poverty—broken homes, persons with low family educational level, unskilled male labor force, substandard housing, and low family income. The community has such concomitant social problems as a high incidence of school drop-outs, unemployment, illegitimacy, and venereal disease, as well as a widespread lack of awareness of how to obtain services or how to change the situation. A minority of residents are government workers, ministers, and other professional people who are willing to articulate their concerns and to work for improvements. There are some community efforts underway and a small but willing audience for new suggestions. This community has, as does much of the county, a distinctly southern flavor. The white visitor is very apt to be treated with formality and some show of subservience. Though the outward hostility

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found in some seething northern urban settings seems less in evidence here, it may be even more difficult to break through the façade of congeniality.

Students selected to participate in the program were chosen on the basis of their admission to the master's degree offering in the School of Library and Information Services. In their selection such factors as motivation, psychological maturity and interest in the project, in addition to academic record, were carefully assessed. A number of students who were registered in the School's program before this special project had begun have decided to participate; indeed some delayed their graduation in order to be included in the first classes.

The Educational Program

The educational program consists of the following courses:

A Seminar in Library Service to the Disadvantaged. This course is being especially developed by the laboratory director in close collaboration with other faculty members in the School. It is planned to include contributions and lectures from other appropriate faculty members of the University including those from the School of Social Work and the Departments of Sociology and Psychology. The course content consists of presenting the background and the social theory relating to the groups to be served, prior developments and library services as practiced with the disadvantaged, and actual field experience in the work of the project.

A Research Methods Seminar in which the students are to be introduced to research approaches and techniques viable in the social sciences and applicable to the range of problems inherent in conducting analysis of efforts with deprived constituencies. As part of this seminar, each student will design an independent research project closely related to the program and objectives of the demonstration project.

Independent Study, a seminar organized so that each student will have a formal opportunity to pursue his research topic and develop it into a fully drawn research report under faculty supervision.

This course sequence, totaling nine academic hours, will in effect constitute a minor in the School's present master's degree program, and thereby provide a strong element of preparation for individuals with an orientation toward the analysis and review of pragmatic concerns for library work for the poor. Students are also encouraged to make a selection from courses outside the School in other departments

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of the University from such fields as economics, sociology, and social work.

It is expected that each student will generate his research topic out of the experience which he gains through his contact and association with the demonstration program. The choice to avoid a highly structured research program is a deliberate one. Indeed, a great deal of this experiment's potential and vigor lies in letting the research emanate from the experiment, for otherwise the research could find itself caught in highly speculative *a priori* definitions of problems and solutions.

The broad range of research potentials can, however, be identified. These include the following:

- A. Research concerned with identifying clientele needs and avenues and approaches to reaching users including case studies of users and user groups; more general surveys, and projects which seek to identify and analyze sources of information available regarding communities, their activities and characteristics.
- B. Analysis of particular aspects of the library's program—case studies of such programs as film programs, story hours, etc. Here the student may function as a participant observer in action programs seeking to assess what works and what does not and why.
- C. Techniques for measurement and evaluation—projects specifically concerned with developing and testing measures of the success of projects and programs. At a later stage, students may develop guidelines and program guides for other libraries interested in undertaking such programs.
- D. Management studies and assessments—for instance, assessments of the use of volunteer helpers in the library; report and assessment of the role of the citizens' advisory committee, etc.

The entire program will be evaluated by a group using as its nucleus the research committee of the faculty of the School of Library Information Services. To this group have been added several members from other disciplines. The composition of the committee thereby reflects the perspectives of the academic community, research, scholarship, and evaluation in the field of work with the disadvantaged, and representation from the active field of social welfare. The members of the group who are not faculty members of the School are the following: Jennie McIntyre, a faculty member in the Department of Sociology at the University of Maryland; Jane Mathieu, Director of

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Echo House in Baltimore; and William Lawrence, Chief of Evaluation and Research, Community Action Program, Office of Economic Opportunity.

This body will review the work of the individual students who have participated in the program through an analysis of their formal papers. The laboratory program itself will be evaluated and reviewed by requiring that the experimental laboratory director provide the committee with periodic reports on the activity in the program. In addition, the committee will act as an advisory group to the project. A final report assessing the soundness and implications of the experiment for library education, research and public library practice will be prepared by the principal investigators for the critical review of this committee.

Since July 1 when Moses joined the faculty of the School his time has been concentrated upon renting of suitable housing, arranging for the renovation and securing of furniture and books for the experimental library, and the preparation and presentation of the seminar. Geraldine Hall has come from her post as a children's librarian with experience in the inner city at Enoch Pratt Free Library to serve with the staff of the demonstration library as its librarian. Four students in the master's degree program have been selected as graduate assistants in order to participate in the work of the project.

Since support for the project came very late in the 1966-67 academic year, distribution of announcements designed to reach students who might have had an interest in involvement in the program for the fall semester were necessarily quite delayed. In spite of this a number of students appeared to have come to Maryland specifically to participate in this program. The plans called for the laboratory to officially open its doors late in October. In the fall semester the first course in the study sequence, the seminar in Library Service to the Disadvantaged was scheduled to begin. During the spring semester Miss Bundy's Research Methods Seminar, especially geared to this program, is to be offered. During summer 1968 students will pursue their independent study project.

Reports on this experiment in laboratory activity, education, and research will be developed in a number of ways. There are plans to hold a three-day conference for library educators in order for the principals in the program to report their experience some time late in the academic year 1967-68 and at that time to discuss both the practical and theoretical issues relating to this academic experience. As appropriate, those research papers of high merit stemming from stu-

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dent research activities will be issued in the School's student publications series or through the general media in librarianship. During the course of the entire program the advisory board will continually evaluate the project and at the conclusion of the first phase of the experiment there will be a thoroughgoing evaluation and review prepared for general distribution.

A project such as this is fraught with hazards. Too frequently it becomes the focus for attention far sooner than it should. Publicity of the wrong kind generates information which can be misleading, erroneous or both. As a pilot venture in an area where experience is very limited, the risks of going operational too soon are present.

What is planned is a carefully controlled experiment designed to further the potential of library education by preparing carefully selected students to experiment in as yet unanalyzed situations. In the process perhaps the ways and means by which some of our institutions may adapt their perspectives and their practices may be identified. The ultimate goal is for those graduates who have pursued this course of study to go into different institutions in different parts of the country in order to carry forward their work. One deterrent may be the fact that some of the students in the program are not mobile and will be restricted from considering opportunities elsewhere. Another question relates to whether, as in the case of Americans who frequently are disillusioned when serving in underdeveloped nations, some starry-eyed students may find that activity with the disadvantaged is less romantic and appealing than they had hoped.

Our expectation however is to attract and equip recruits to librarianship who will be drawn to it specifically because they are the type of active, dedicated and purposeful human beings who relish the challenge and opportunity of meeting head on a basic societal problem. These individuals are too few in our present ranks and the experiment is viewed as one way of actively attracting and drawing them into our profession. It is hoped that the experiment may assist in filling grave gaps in knowledge and experience encountered not only by those who practice in the field of public library service but, more importantly perhaps, among those who seek to educate and prepare those who will succeed them. This program is a precursor of other similar efforts which the School hopes to undertake in its mission of helping libraries of whatever type to adapt and to innovate in order to meet contemporary responsibilities.

In order to achieve these ends it is incumbent upon us at Mary-

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land to candidly report the problems, the difficulties, the failures as well as the hoped for successes. Based upon such intelligence perhaps library education may be better prepared to consider modifications in course offerings, in the use of the field laboratory as a device for relating the academic world to the world of practice, and in adapting their research training so that it will focus more heavily upon empirical issues of contemporary importance rather than solely upon the bibliographic and historical dimensions of librarianship. These are the purposes, the goals, and the high hopes for Maryland's "Poverty" project.

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I certify that the statements made by me above are correct and complete. JANET C. PHILLIPS, Managing Editor		

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